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Handbook Introduction

The purpose of this handbook is to provide students in the CD area with information and guidelines that will aid in the completion of their degrees. This information has been taken from a variety of available resources both inside and outside of York University. It is important to note however, that this information will change from time to time at the original source. Subsequently, information in this handbook should be confirmed by referring to the original source as the original information supercedes that reported in this document. Furthermore, although future editions of this handbook will be updated to reflect any changes in the original documents, students should continue to verify the information at the original source.

It should be noted that official policies and guidelines for completing M.A. and Ph.D. work at York University are available from the Faculty of Graduate Studies website and the Graduate Studies Calendar. If a discrepancy is observed between this handbook and the FGS policies, the information from FGS should be viewed as the official policy.
The website for FGS is http://www.yorku.ca/grads/
CLINICAL DEVELOPMENTAL PROGRAM
YORK UNIVERSITY

We would like to take this opportunity to welcome students to the Clinical-Developmental Program at York University. This handbook was made to help guide you through the graduate process and to make your journey a little easier. There are a lot of forms to fill out and people that you need to talk to during your years at York. A lot of the information found in this handbook is from various other sources, but we hope to save you some time and frustration by putting it all together for you.

You will notice that not only does this handbook contain official and unofficial information about your studies at York, it also contains a section on ‘Life Outside of Graduate School’. Yes, it is possible. And, it is necessary. While your time at York will be a busy one, it is most important to maintain perspective, avoid burnout and be productive. Locking yourself in your office and reading for days at a time will not help you accomplish these goals. The current graduate students at York University have some suggestions to get you out and enjoying what Toronto has to offer.

We hope you will enjoy your time at York University. Please keep a copy of this handbook for your records and refer to the timeline at the beginning of the handbook for a quick reference on how to proceed through the program in a timely manner. If you have any suggestions to make this handbook better, please feel free to talk with one of the CD area student reps, who are announced at the start of each academic year by the Director of Clinical Training.

Enjoy your time in the CD Program!
Timeline for Completion of Requirements
Clinical-Developmental Psychology, York University

Calendar of Deadlines

Welcome to the Clinical-Developmental Program at York University. The MA and PhD have many requirements and deadlines. This brochure should help keep you on track. However, this is only a brief outline. For further information, please head to our website, http://psychology.gradstudies.yorku.ca/about/cd/ or see the more detailed guide in the Psychology Graduate Office.

YEARLY

All Year

Brown Bag lunches: Check the schedule sent out via email. This is a great place to present your own data to a small group! A description of the brown bags can be found on page 24 of this handbook.

Clinical Training Opportunities: There are ongoing training opportunities in the York University Psychology Clinic throughout the year. This information will be sent out via the CDAREA listserv.

Throughout the year, Clinical Case Rounds and various training opportunities are held through the York University Psychology Clinic. Different training sessions and presentation typically occur on Mondays when Brown Bags are not occurring. Additionally, throughout the year, Louise Hartley, the clinic director, will send out invitations over the CDAREA listserv inviting students to take part in various training opportunities.
**May**
Mid-month

Registration—fill out form with supervisor, meet with CD Area Director for review and signature.

**August**
15

If you are applying for federal and/or provincial scholarship applications, then you should
- Order transcripts now from your undergraduate universities for scholarship applications
- Send out reference letters
- Applications are online mid-August, what do you have to lose?

**September**
First week after Labour Day

CD Area orientation! Meet the new students and be a buddy...

Remainder of Sept

Psyliloquy – PhD1 students will present their MA thesis and refreshments will be served so that we can all start the year on a social note!
Submit complete CIHR applications to grad department (if applicable).
Brown Bag: Applying for external funding. All are welcome.

**October/November**
First two weeks

Cohort Meetings with the DCT.

First Friday of Nov

Clinical Practicum Day – Location TBA. Find out about potential assessment and intervention practicum sites from all over Southern Ontario.

Oct to Nov

Submit complete OGS and SSHRC/NSERC applications to grad department (if applicable)
See the Graduate Handbook for more information on these scholarships.

**December**

Workshop: Preparing for Internship Interviews. For students who have just applied.

**April**

- Mid-late: Workshop: Applying for internships (for those thinking of applying in the next year or two).
- Late: Send a copy of your CD Area Progress Tracking Form (see Appendix E) to your supervisor and Sabrina Iantorno for the year-end evaluation.

**May**

- Early: CD Area Spring Party
CURRICULUM CHANGES

Please note that the CD area has changed its curriculum to match the requirements of the CPA for clinical training in Clinical Developmental Psychology. These changes are outlined beginning on page 23. For those students who were in the program prior to the implementation of the changes in September 2013, the existing program at the time of their entry into the CD area is the one they should follow. These changes are noted here.

The rationale for these changes is outlined here, verbatim from the proposal submitted by the CD area curriculum committee in 2012 for approval by Senate. These changes were approved in the 2012-2013 academic year.

- Since the establishment of the Clinical Developmental (CD) Graduate Program over 30 years ago, the area has undergone one review of its graduate degree requirements. This previous review compared the CD Area to other clinical psychology areas across Canada and concluded that the CD Area had fewer required courses and clinical training, particularly in the M.A. degree. Given the changing landscape of psychological practice in Canada, an area review at this time is warranted and overdue.

- The CD Area underwent an accreditation review of its program by the Canadian Psychological Association (CPA) in 2009, which accredits the area to provide training to graduate students intending to become registered as clinical psychologists. Overall, CPA provided very positive feedback about the CD Area, including its faculty, graduate students, and university administrative support. Recommendations from CPA for improving the area include further integrating the York University Psychology Clinic into the CD Area, introducing experiential clinical training earlier in graduate training, and providing formal training to students in theories related to developmental psychopathology, and diversity and cultural psychology.

- The Department of Psychology at York University was affiliated with the opening of the York University Psychology Clinic (YUPC), which is a new, state-of-the-art community mental health and training centre. The clinic provides a range of leading edge, effective mental health services to keep people of all ages living healthy, productive lives. The YUPC is committed to, among other things, the provision of evidence-based training to graduate students and community-based
practitioners. In order to maximize graduate student involvement in clinical services available through the YUPC, and promote in-house experiential learning in assessment and intervention, there is a need to integrate YUPC graduate training opportunities by CD faculty more systematically throughout the CD curriculum at both the M.A. and Ph.D. levels.

- In 2010, current and past graduate students completed two surveys about the CD Area. Based on their responses, it was suggested to expand graduate training in intervention modalities, integrate additional clinical training into the M.A. Area, and be mindful of student workload issues. In 2010 and 2011, graduate students were also provided an opportunity to participate in a Student Town Hall Session to review and approve the proposed curriculum changes presented in this document.

- The introduction of recently accredited Clinical Psychology graduate training programs in southwestern Ontario (Clinical Psychology Applied Developmental Emphasis Graduate Program at the University of Guelph and the School and Clinical Child Psychology Graduate Program at OISE/University of Toronto) has increased the competitiveness for practicum and internship placements in the GTA. Ensuring that the CD training at York is current and comprehensive will help to strengthen the scientist-practitioner foundation of York students and keep them competitive and successful throughout all stages of their training.
CURRICULUM FOR STUDENTS WHO ENTERED THE CD AREA PRIOR TO SEPT 2013

DISCLAIMER: This is intended to be helpful to students in the CD Area, and is only a suggested (and optimistic) timeline. Official requirements of the department are in the Graduate Calendar. Please note that course requirements may change over time. Students are expected to take required courses as laid out in the year in which they entered the program. If curriculum requirements change in subsequent years, you are not required to take the new expected courses; your curriculum requirements will remain the same as when you entered the program.

M.A. 1

Usual Courses:
Psychology 6020 3.0 or Psychology 6030 3.0 Historical and Theoretical Foundations of Contemporary Psychology A or B or Psychology 6060 3.0 Advanced History and Theory of Psychology: History of Professional Practices
Psychology 6130 6.0 Univariate Analysis
Psychology 6610 3.0 Social & Emotional Bases of Development
Psychology 6905 3.0 Biological & Cognitive Bases of Development
(some students take one elective to be counted towards the Ph.D.)

Before starting the program
March/April You will have received your letter of acceptance. In addition, information regarding the ½ course teaching assistantship available to you is included (unless you have an external scholarship). Applying for the TA has two parts: 1. Filling out the application; 2. Contacting the TA administrator in July (currently Alistair Mapp, amapp@yorku.ca) to discuss your schedule and what courses you could TA.
Initiation of a criminal reference check is recommended. This is to ensure that all of our students have no record of police offenses involving vulnerable persons (children, persons with special needs). This check is required of a number of practicum sites, and may become a requirement of the York University Psychology Clinic. The reference check process requires you to contact Louise Hartley, the Director of the York University Psychology Clinic for forms and to begin the process. She can be reached at lhartley@yorku.ca.

**September**

- TA Day, TA duties  
  Meet with the professor to fill out the workload form (available in room 209 BS), submit to room 209 BSB by September 30. This form can also be found in Appendix B.

- 30  
  Research Assistantship form must be filled out with supervisor and submitted to psychology graduate office by end of month. Forms are available from the Psychology Graduate Office.

**January**

- 15  
  Start planning your thesis. Your proposal should be approved by your committee by November 15 (Fall of your M.A.2 year) or you cannot apply for the assessment practicum next year.

- 31  
  Blanket application for teaching assistantships (TA) due, end of month. Forms available in the graduate office.

**March**

- 15  
  Submit a draft copy of your proposal to your supervisor.
April 5
Draft copy of proposal should be returned with revisions – if not, talk to your supervisor. Talk to your supervisor about setting up your committee. Your supervisor will contact a second faculty member for you. Do your revisions and resubmit your proposal to your supervisor this month.

Summer of M.A. 1
Revise and resubmit thesis proposal to your supervisor as needed. Be aware that this may take several resubmissions. Submit your approved proposal to your committee. Once your committee has approved it, submit the final approved proposal to the Graduate Office with the proposal approval form signed by your committee. Work out a timeline with your committee regarding deadlines so that you are sure to defend by the end of M.A.2. Prepare ethics package and complete online certificate program for submission to the Graduate Office. Forms include: TD1 (Thesis/Dissertation Proposal Submission form), TD2 (Human Participants Research Protocol), TD3 (Informed Consent Document). The Graduate Office will then submit these forms to the Faculty of Graduate Studies. Checklist for Researchers and TD4 (Statement of Relationship between Proposal and an Existing HRPC Approved Project) – all forms are available in the Psychology Graduate Office and can be found in the Appendices at the end of the handbook.

During the summer, opportunities often present themselves to observe clinical work in the York University Psychology Clinic. This is a great opportunity to see and learn about some of the assessment skills you will be learning in the fall. Louise Hartley, clinic director, will send emails to the CDAREA listserv asking for volunteers. Please do respond in a timely manner if you wish to be considered for these sessions, as there will be course and curriculum requirements requiring participation in the clinic.

M.A. 2
Usual Courses:
Psychology 6910 3.0  Psychoeducational Assessment of Children and Adolescents
Psychology 6920 3.0  Clinical and Diagnostic Assessment of Children and Adolescents
**September**  
-TA Day, TA duties  
Meet with the professor to fill out the workload form (available in room 209 BSB), submit to room 209 BSB by September 30.

**October**  
Beginning  
Once you hear from FGS regarding ethics approval, you can begin collecting your data!

**December**  
1st week  
Contact assessment practicum sites. Some require reference letters and transcripts (give 2-3 weeks for this). Update CV.

15  
Contact CD Area Director of Clinical Training/Assessment Practicum Course Director. Discuss choices of practicum sites with them to make sure they are appropriate. Remember, you will not be allowed to go on practicum unless you are in the Ph.D. program (i.e., your thesis is finished).

**January**  
Apply to Assessment Practicum sites.

Mock interviews for Practica are offered in the second half of the month.

Blanket application for TA due, end of month. Review workload form from September for TA.  
Note: Any changes, get signed by course instructor, submit to 209 BSB.
**February/March**

1. Applications for Practicum Sites are Due.

   Practicum interviews, good luck!

   You are hopefully analysing your data for your thesis!!

**Spring/Summer M.A.**

2. Finish your thesis, schedule your defence (your supervisor must find an outside examiner and Dean’s Representative for you), preferably before summer. You must defend before the end of August to apply to transfer to the Ph.D. program without requiring Provisional Status!

**May**

1. Submit the final copy of your thesis to your supervisor. You will have to make revisions and resubmit to your supervisor until it is ready to go to your committee. Plan your time accordingly.

   Once you have one, the practicum agreement form must be signed by the site supervisor and the CD Area Director of Clinical Training/Assessment Practicum Course Director.

**July**

1. Submit the completed thesis draft to your committee once your supervisor has approved it. Once your committee approves the thesis, have them sign the Oral Defence form indicating that you are ready to defend your thesis. You must submit this form to the Graduate Office a minimum of 3 weeks prior to your defense date. Your supervisor should find a date for your defense that will work for you and your committee before you submit the form.
August

Once you have completed your M.A. thesis defense and all coursework, you must apply for Ph.D. status. Get the form from the Psychology Graduate office (BSB 296) as well as a letters supporting your transition to the Ph.D. program –

15

If you require provisional status, a letter must be sent to the Psychology Graduate Office by each of your thesis committee members stating you will be defending by Fall of Ph.D.1. Provisional status is conditional on the support of the CD Area. A letter of support must be sent by the Director of Clinical Training. This is only done in exceptional circumstances. Letters must be sent by August 15th. You can defend early in September with permission of your supervisor and the Graduate Director.

Ph.D. 1

Usual Courses:
Assessment Practicum (off-site, usually 2 days per week)
Psychology 6910P 3.0 (full year of alternate weeks mostly) Introduction to the Psychological Assessment of Children
Practicum Course (at York)
Psychology 6930 3.0 (winter term) Intervention Strategies with Children
One elective is suggested in the Fall term

September

Begin assessment practicum. Make sure all necessary forms are filled out. Keep track of hours weekly (150hrs direct service with clients required, 330 hrs total), including direct supervision, tests administered, ethnicity of clients seen, other work (report writing, feedback, etc.). See CD Area Handbook for more specifics. Submit time sheet to Course Director monthly.

A new website has been secured in order to input and track practicum and program-sanctioned hours:
http://www.time2track.com/Doctoral_details.html

This website will produce APPIC-ready output for easy reporting of clinical hours when applying for a pre-doctoral internship.

30

Workload form as before.

**November**

15

M.A. thesis must be defended or you cannot apply for intervention practicum.

15

Contact intervention practicum course director to discuss potential sites.

**December/January**

Apply to intervention practicum sites, as in M.A. 2

**January**

1<sup>st</sup> week

Minor area paper: time to start writing. Set up a meeting with your supervisor. Get this to your committee as soon as possible (by the end of term at the latest). The same procedure is required for ethics approval as in your M.A. thesis.

1<sup>st</sup> week

A good time to review your assessment practicum goals with your on-site supervisor: make sure you’re getting what you need!

31

Blanket application due for TA, Ph.D. 2

31

Review workload form, as in M.A. 2.
**February/March**

Practicum interviews! Once you have a placement, the procedure follows as in M.A.2.

**Spring/Summer**

Research, collect data and write your minor area paper. Submit the final copy to your committee by the end of summer/beginning of Ph.D. 2.

**Ph.D. 2**

**Usual Courses:**
- Intervention Practicum (off-site, usually 2 days per week)
- Psychology 6930P 3.0 (full year) Intervention Strategies with Children Practicum Course (at York)
- Psychology 6490B 3.0 (could also take next year) Ethical Issues in Professional Practice
- One elective, if possible

**September**

Begin intervention practicum. Keep track of hours weekly as in assessment practicum. Same requirements re: hour allocation. Submit time sheet to Course Director monthly.

30

Workload form as before.

**January**

31

Blanket application for TA due. You can also look at teaching positions, if interested.

31

Review workload form.

**Spring/Summer**

Start working on your dissertation. If you start now, you should be done in plenty of time for that
internship! Make an appointment with your supervisor and start your research/literature review.

**Ph.D. 3**

**Usual Courses:**
Psychology 6140 6.0 Multivariate Analysis
Remaining electives (if not taken in previous years)

**September**
30  Workload form as before.

**November**
30  Get a draft of your dissertation proposal in to your supervisor. It must be approved by your committee (supervisor and two others) before the end of PhD 3. Start working on your ethics forms (same as in M.A.) while you are waiting. Start discussing committee members.

**December**
End of month  Proposal should be returned to you. If not, talk to your supervisor. Get started on those revisions after the holidays.

**January**
10  Get 2nd proposal draft in to your supervisor, set up committee.
31  Blanket application for TA due, also look at teaching positions, if interested.
31  Review workload form.

**February**
1  Proposal should be returned to you. If not, talk to your supervisor.
Resubmit proposal to your supervisor for (hopefully) final review. Once your supervisor is happy with the proposal, submit it to your committee.

It is a good idea to set up a meeting at this point with your committee members to discuss your proposal. Try to set up your meeting for mid-March at the latest.

**March**

Meet with your committee. Discuss your proposal and any changes that you should make. Start working on any suggested revisions. This should be submitted to ethics by the end of April. If your project is in a hospital, school or other centre, find out about ethics procedures for these places.

**April**

Your proposal should be submitted to ethics. Make sure all your tests are ordered, practice them if necessary, get all questionnaires ready, etc. Ethics should take 4 to 6 weeks. Do all preparations in this time.

**Spring/Summer**

Start collecting your data once ethics approval has been received. Collect as much as you can (if not all of it) this summer.

**June/July**

Start figuring out where you are going to apply for internships. Think about what locations are best for you and why. Look at the APPIC website and talk to those sites that you are interested in. This requires a lot of time and preparation – check with your references about letters and give references a reasonable amount of time to send letters.

**August**

mid-to-end

Set up an appointment with the Director of Clinical Training. You must meet with them for
permission to apply to internship sites and to review your clinical training experience.

At this point, you should be collecting data for your thesis. You should have a timeline regarding your dissertation and plan to have your dissertation finished before you leave for an internship. Minimally, you must have all coursework and your minor paper completed, dissertation proposal approved, and data collected by November 15. It is best (and easiest for you) if you defend before you go.

**Ph.D. 4**

**September**

Attend the internship application meeting if you haven’t already. Check out the APPIC website for applying for internships and decide where you are going to apply. Order all transcripts, letters of recommendation and other information you will need. You must apply to accredited (CPA and/or APA) sites through APPIC. This will often require you to spend your internship year outside of Toronto, and possibly even Ontario. Applications are generally due in November and require a lot of time and preparation, so make sure you set aside time for this! Think of a good reward to give yourself when you are finished!!

30

Workload form as before.

**November**

15

Applications for internship sites are due. After all this hard work, you deserve a break.

**December**

15

You will find out where you will have interviews for internships.
End of month

All of your thesis data should be collected. You should start analyzing your data. Try to have your data analysis done by beginning of January.

**January**

31

Review workload form.

**February**

Interviews for internships. Prepare yourself for each site – make a list of your goals and how each site fits with those goals. Talk with other students about their experiences, especially other interns at the sites you are considering.

20

Dissertation should be returned to you. If not, talk to your supervisor. Begin revisions.

End

APPIC Match Day – Where will you be going for your internship?

**March**

Take the month to write. Have a draft copy of your dissertation to your supervisor by the end of the month.

**April**

20

Dissertation should be returned to you. Begin revisions.

30

Give the second draft of your dissertation to your supervisor. Talk about defence, external members, Dean’s Representative, etc.

**May**
Your dissertation should be ready to go to your committee. You may have resubmitted several other drafts to your supervisor over the last month. Once your dissertation is ready, make sure each member of your committee has a hard copy.

**June**

25

Your committee should have returned your dissertation to you with comments/revisions, if any. Work on those suggestions. Try to set up a date for your defense.

**July**

End of month

It is a good idea to defend your dissertation by the end of the month. If you are moving, this will give you time to pack and go. If not, you will have a very much deserved month off before starting your internship. If you cannot take a full month, at least take a couple of weeks. The internship year is going to be very busy!

**Ph.D. 5**

At this time, you will be attending either a full- or part-time internship. A full-time internship takes one year to complete, while a part-time internship is generally taken over two years. You have completed all your academic requirements, and this is the last hurdle. Sites require about 1800 internship hours, generally involving rotations in different areas of practice. Once this is finished, and the PhD completed, you will need to go on the “temporary register” at the College of Psychologists and one more year of supervised practice is required. Also registration exams (in Ontario, these include an ethics and jurisprudence exam, the Examination for Professional Practice in Psychology (EPPP) and an invitation to a final oral exam) are generally taken during the year of supervised practice.

**CURRICULUM FOR STUDENTS WHO ENTERED THE CD AREA SEPTEMBER 2013 AND SUBSEQUENT YEARS**

Bolded courses are new requirements for the 2013-14 cohort
M.A. 1

**Required Courses and Professional Experience:**
Psychology 6130 6.0 Univariate Analysis
Psychology 6610 3.0 Social & Emotional Bases of Development
Psychology 6905 3.0 Biological & Cognitive Bases of Development
Psychology 6910 3.0 Psychoeducational Assessment of Children and Adolescents
Psychology 6820 6.0 Research Practicum
Psychology 6000 MA Thesis Research

**Psychology 6900 3.0 Issues in CD Psychology – A Proseminar in Ethics, Practice, and Research**

**Clinic Requirements** – MA Program Sanctioned YUPC Hours – 30 hours over MA 1 and 2, with 10 direct client contact hours

**Professionalism and Ethical Conduct**

**Before starting the program**

March/April You will have received your letter of acceptance. In addition, information regarding the ½ course teaching assistantship available to you is included (unless you have an external scholarship). Applying for the TA has two parts: 1. Filling out the application; 2. Contacting the TA administrator in July (currently Alistair Mapp, amapp@yorku.ca) to discuss your schedule and what courses you could TA.

Initiation of a criminal reference check is recommended. This is to ensure that all of our students have no record of police offenses involving vulnerable persons (children, persons with special needs). This check is required for the York University Psychology Clinic. The reference check process requires you to contact Louise Hartley, the Director of the York University Psychology Clinic for forms and to begin the process. She can be reached at lhartley@yorku.ca.
**September**

- **TA Day, TA duties**
  Meet with the professor to fill out the workload form (available in room 209 BSB), submit to room 209 BSB by September 30. Also found in Appendix B.

- **32**
  Research Assistantship form must be filled out with supervisor and submitted to psychology graduate office by end of month. Forms are available from the Psychology Graduate Office.

**January**

- **16**
  Start planning your thesis. Your proposal should be approved by your committee by November 15 (Fall of your M.A.2 year) or you cannot apply for the assessment practicum next year.

- **31**
  Blanket application for teaching assistantships (TA) due, end of month. Forms available from 209 BSB.

**March**

- **15**
  Submit a draft copy of your proposal to your supervisor.

**April**

- **6**
  Draft copy of proposal should be returned with revisions – if not, talk to your supervisor. Talk to your supervisor about setting up your committee. Your supervisor will contact a second faculty member for you. Do your revisions and resubmit your proposal to your supervisor this month.

**May**

- **15**
  CGS application must be submitted to SSHRC for MA2 scholarship. What does this mean?

**Summer of M.A. 1**

Revise and resubmit thesis proposal to your supervisor as needed. Be aware that this may take several resubmissions. Submit your approved proposal to your committee. Once your committee has approved
it, submit the final approved proposal to the Graduate Office with the proposal approval form signed by your committee. Work out a timeline with your committee regarding deadlines so that you are sure to defend by the end of M.A.2. Prepare ethics package and complete online certificate program for submission to the Graduate Office. Forms include: TD1 (Thesis/Dissertation Proposal Submission form), TD2 (Human Participants Research Protocol), TD3 (Informed Consent Document). The Graduate Office will then submit these forms to the Faculty of Graduate Studies.Checklist for Researchers) and TD4 (Statement of Relationship between Proposal and an Existing HRPC Approved Project) – all forms are available in the Psychology Graduate Office and can be found in Appendix C.

During the summer, opportunities often present themselves to observe clinical work in the York University Psychology Clinic. This is a great opportunity to see and learn about some of the assessment skills you will be learning in the fall. Louise Hartley, clinic director, will send emails to the CDAREA listserv asking for volunteers. Please do respond in a timely manner if you wish to be considered for these sessions, as there will be course and curriculum requirements requiring participation in the clinic.

**M.A. 2**

**Required Courses and Professional Experience:**
- Psychology 6020 3.0 or Psychology 6030 3.0 Historical and Theoretical Foundations of Contemporary Psychology A or B or Psychology 6060 3.0 Advanced History and Theory of Psychology: History of Professional Practices
- Psychology 6920 3.0 Clinical and Diagnostic Assessment of Children and Adolescents
- **Psychology 6955 3.0 Developmental Psychopathology**
- Psychology XXXX Clinical Developmental Psychology: Cross Cultural and Diversity Issues (.25 FCE course)
- Psychology 6000 MA Thesis Research

**MA Program Sanctioned YUPC Hours**
- Professionalism and Ethical Conduct
September
- TA Day, TA duties
  Meet with the professor to fill out the workload form (available in room 209 BSB), submit to room 209 BSB by September 30.

October
Beginning
Once you hear from FGS regarding ethics approval, you can begin collecting your data!

November
Attend Practicum Day to see which sites may be of interest to you.

December
1st week
Contact assessment practicum sites. Some require reference letters and transcripts (give 2-3 weeks for this). Update CV.

Contact CD Area Director of Clinical Training/Assessment Practicum Course Director. Discuss choices of practicum sites with them to make sure they are appropriate. Remember, you will not be allowed to go on practicum unless you are in the Ph.D. program (i.e., your thesis is finished).

January
Apply to Assessment Practicum sites
Mock Interviews will take place to prepare you for the process.

Blanket application for TA due, end of month. Review workload form from September for TA.
Note: Any changes, get signed by course instructor, submit to 209 BSB.
February/March

Practicum Applications are due Feb 1.

Practicum interviews, good luck! Once you have one, the practicum agreement form must be signed by the site supervisor and the CD Area Director of Clinical Training/Assessment Practicum Course Director.

You are hopefully analysing your data for your thesis!!

Spring/Summer M.A. 2

Finish your thesis, schedule your defence (your supervisor must find an outside examiner and Dean’s Representative for you), preferably before summer. You must defend before September 15th to apply to transfer to the Ph.D. program without requiring Provisional Status!

May
2

Submit the final copy of your thesis to your supervisor. You will have to make revisions and resubmit to your supervisor until it is ready to go to your committee. Plan your time accordingly.

July
2

Submit the completed thesis draft to your committee once your supervisor has approved it. Once your committee approves the thesis, have them sign the Oral Defence form indicating that you are ready to defend your thesis. You must submit this form to the Graduate Office a minimum of 3 weeks prior to your defense date.

Your supervisor should find a date for your defense that will work for you and your committee before you submit the form.
**August**

1

Once you have completed your M.A. thesis defense and all coursework, you must apply for Ph.D. status. Get the form from the Psychology Graduate office (BSB 296) as well as a letters supporting your transition to the Ph.D. program – one from your supervisor and another from someone else in the CD Area.

15

If you require provisional status, a letter must be sent to the Psychology Graduate Office by each of your **thesis committee members stating you will be defending by Fall of Ph.D. 1. Provisional status is conditional on the support of the CD Area. A letter of support must be sent by the Director of Clinical Training. This is only done in exceptional circumstances. Letters must be sent by August 15th. In exceptional circumstances, a student can defend in September of their PhD1 year, with the permission of their supervisor and the Graduate Director.**

**Ph.D. 1**

**Typical Courses and Professional Experience:**

Assessment Practicum (off-site, usually 2 days per week)

Psychology 6910P 3.0 (full year of alternate weeks or monthly mostly) Introduction to the Psychological Assessment of Children Practicum Course (at York)

Psychology 6930 3.0 (winter term) Intervention Strategies with Children

**Psychology 6480 3.0 Brief Psychotherapy & Short Term Treatment**

**PhD Program Sanctioned Hours in the YUPC – 30 hours of clinical supervision over entire PhD program**

Professionalism and Ethical Conduct

**September**

Begin assessment practicum. Make sure all necessary forms are filled out. Keep track of hours weekly (150hrs direct service with clients required, 330 hrs total), including direct supervision,
tests administered, ethnicity of clients seen, other work (report writing, feedback, etc.). See CD Area Handbook for more specifics. Submit time sheet to Course Director monthly.

A new website has been secured in order to input and track practicum and program-sanctioned hours:

http://www.time2track.com/Doctoral_details.html

This website will produce APPIC-ready output for easy reporting of clinical hours when applying for a pre-doctoral internship.

30

Workload form as before.

**November**

16

M.A. thesis must be defended or you cannot apply for intervention practicum.

15

Contact intervention practicum course director to discuss potential sites.

**December/January**

Apply to intervention practicum sites, as in M.A. 2

**January**

1st week

Minor area paper: time to start writing. Set up a meeting with your supervisor. Get this to your committee as soon as possible (by the end of term at the latest). The same procedure is required for ethics approval as in your M.A. thesis.

1st week

A good time to review your assessment practicum goals with your on-site supervisor: make sure you’re getting what you need!
Blanket application due for TA, Ph.D. 2

Review workload form, as in M.A. 2.

February/March
Practice interviews! Once you have a placement, the procedure follows as in M.A. 2.

Spring/Summer
Research, collect data and write your minor area paper. Submit the final copy to your committee by the end of summer/beginning of Ph.D. 2.

Ph.D. 2

Usual Courses:
- Intervention Practicum (off-site, usually 2 days per week)
- Psychology 6930P 3.0 (full year) Intervention Strategies with Children Practicum Course (at York)
- Psychology 6140 6.0 Multivariate Analysis
- Psychology 6490B 3.0 (could also take next year) Ethical Issues in Professional Practice
- Psychology 7000 Ph.D Dissertation

One elective, if possible – must take 2 electives over the PhD

Minor Area Paper – Academic Breadth Composite?

PhD Program Sanctioned YUPC Hours
Professionalism and Ethical Conduct
**September**
Begin intervention practicum. Keep track of hours weekly as in assessment practicum. Same requirements re: hour allocation.

30 Workload form as before.

**January**
31 Blanket application for TA due, also look at teaching positions, if interested.
31 Review workload form.

**Spring/Summer**
Start working on your dissertation. If you start now, you should be done in plenty of time for that internship! Make an appointment with your supervisor and start your research/literature review.

**Ph.D. 3**

**Usual Courses:**
Any remaining required courses from PhD 1 and 2
Remaining electives (if not taken in previous years)

**PhD Program Sanctioned YUPC Hours**

**Professionalism and Ethical Conduct**

**September**
30 Workload form as before.
November
31 Get a draft of your dissertation proposal in to your supervisor. It must be approved by your committee (supervisor and two others) before the end of PhD 3. Start working on your ethics forms (same as in M.A.) while you are waiting. Start discussing committee members.

December
End of month Proposal should be returned to you. If not, talk to your supervisor. Get started on those revisions after the holidays.

January
10 Get 2\textsuperscript{nd} proposal draft in to your supervisor, set up committee.
31 Blanket application for TA due, also look at teaching positions, if interested.
31 Review workload form.

February
2 Proposal should be returned to you. If not, talk to your supervisor.
11 Resubmit proposal to your supervisor for (hopefully) final review. Once your supervisor is happy with the proposal, submit it to your committee.
16 It is a good idea to set up a meeting at this point with your committee members to discuss your proposal. Try to set up your meeting for mid-March at the latest.

March
16 Meet with your committee. Discuss your proposal and any changes that you should make. Start working on any suggested revisions. This should be submitted to ethics by the end of April. If
your project is in a hospital, school or other centre, find out about ethics procedures for these places.

**April**

30

Your proposal should be submitted to ethics. Make sure all your tests are ordered, practice them if necessary, get all questionnaires ready, etc. Ethics should take 4 to 6 weeks. Do all preparations in this time.

**Spring/Summer**

Start collecting your data once ethics approval has been received. Collect as much as you can (if not all of it) this summer.

**June/July**

Start figuring out where you are going to apply for internships. Think about what locations are best for you and why. Look at the APPIC website and talk to those sites that you are interested in. This requires a lot of time and preparation – check with your references about letters and give references a reasonable amount of time to send letters.

**August**

mid-to-end

Set up an appointment with the Director of Clinical Training. You must meet with them for permission to apply to internship sites and to review your clinical training experience.

At this point, you should be collecting data for your thesis. You should have a timeline regarding your dissertation and plan to have your dissertation finished before you leave for an internship. Minimally, you must have all coursework and your minor paper completed, dissertation proposal approved, and data collected by November 15. It is best (and easiest for you) if you defend before you go.
**Ph.D. 4**

**September**

Attend the internship application meeting if you haven’t already. Check out the APPIC website for applying for internships and decide where you are going to apply. Order all transcripts, letters of recommendation and other information you will need. You must apply to accredited (CPA and/or APA) sites through APPIC. This will often require you to spend your internship year outside of Toronto, and possibly even Ontario. Applications are generally due in November and require a lot of time and preparation, so make sure you set aside time for this! Think of a good reward to give yourself when you are finished!!

Workload form as before.

**November**

16

Applications for internship sites are due. After all this hard work, you deserve a break.

**December**

15

You will find out where you will have interviews for internships.

End of month

All of your thesis data should be collected. You should start analyzing your data. Try to have your data analysis done by beginning of January.

**January**

31

Review workload form.

**February**

Interviews for internships. Prepare yourself for each site – make a list of your goals and how each site fits with those goals. Talk with other students about their experiences, especially other interns at the sites you are considering.
Dissertation should be returned to you. If not, talk to your supervisor. Begin revisions.

APPIC Match Day – Where will you be going for your internship?

**March**

Take the month to write. Have a draft copy of your dissertation to your supervisor by the end of the month.

**April**

Dissertation should be returned to you. Begin revisions.

Give the second draft of your dissertation to your supervisor. Talk about defence, external members, Dean’s Representative, etc.

**May**

Your dissertation should be ready to go to your committee. You may have resubmitted several other drafts to your supervisor over the last month. Once your dissertation is ready, make sure each member of your committee has a hard copy.

**June**

Your committee should have returned your dissertation to you with comments/revisions, if any. Work on those suggestions. Try to set up a date for your defense.

**July**

It is a good idea to defend your dissertation by the end of the month. If you are moving, this will give you time to pack and go. If not, you will have a very much deserved month off before starting your internship. If you cannot take a full month, at least take a couple of weeks. The internship year is going to be very busy!
Ph.D. 5

At this time, you will be attending either a full- or part-time internship. A full-time internship takes one year to complete, while a part-time internship is generally taken over two years. You have completed all your academic requirements, and this is the last hurdle. Sites require about 1800 internship hours, generally involving rotations in different areas of practice. Once this is finished, and the PhD completed, you will need to go on the “temporary register” at the College of Psychologists and one more year of supervised practice is required. Also registration exams (in Ontario, these include an ethics and jurisprudence exam, the Examination for Professional Practice in Psychology (EPPP) and an invitation to a final oral exam) are generally taken during the year of supervised practice.
Who’s Who? Department Celebrities

This list contains those individuals who will be important to you during graduate studies. Below, you will see names, extensions, emails, and why you would contact these people.

**GRADUATE PROGRAM IN PSYCHOLOGY – Room 297, Behavioural Science Building**

Professor Adrienne Perry – Director ext. 66293, psycgd@yorku.ca

Students are advised that the Programme Director has two major roles: (i) To protect and enhance the quality of the Graduate Programme in Psychology, and (ii) to ensure that graduate students in psychology are treated fairly and served well by the Programme and its members. Graduate students are encouraged to approach the Director when encountering difficulties within the Programme, or need counsel that they cannot obtain from their supervisor or Area Head. Although petitions must be signed by the graduate director (with indication of whether the petition is supported or not), the supervisor and DCT first provide input on the petition so students do not necessarily see the director first or even at all.

Lori Santos - Administrative Assistant, ext 66225, lsantos@yorku.ca

Freda Soltau – Graduate Program Assistant, ext. 55290, fsoltau@yorku.ca

Barbara Thurston – Graduate Program Assistant, ext. 33983 bthurst@yorku.ca

The Graduate Programme office has all forms such as petitions, minor area paper, thesis and dissertation proposal forms, final oral recommendation forms, change forms, status change forms, withdrawal and LOA forms, evaluation forms, wide range of Practicum/Internship forms (which need to be returned to the office after sign off), reading course form and probably more. The office also provides permission on courses that are specifically blocked, check student records and keep individual files. They are the liaison between student and Faculty of Graduate Studies and the Registrar's office. This office also processes the new applicants and provides new student with relevant information.

**DEPARTMENT OF PSYCHOLOGY, FACULTY OF HEALTH, Room 296, Behavioural Science Building 416 736-5115**

Professor Joel Goldberg, Chair, ext. 55116, jgoldber@yorku.ca

Ann Pestano (ext. 33758, apestano@yorku.ca) and Sandra Locke (ext. 55116, slocke@yorku.ca) are the two staff members in the Chair’s office. They will be happy to assist you whether it pertains just to the Department or to York in General.

Psychology Information Centre, Room 101.

This is the office where all of the faculty mailboxes are located. You can drop off something for any faculty member, the Graduate Office or the Chair’s Office. This office will also help to direct you when you are not sure where to go.

Professor Alistair Mapp – Teaching Assistantship (TA) Coordinator, Room 256, ext. 88358, amapp@yorku.ca

Al co-ordinates all of the TA positions each year. You will hear from him in January when blanket applications are due, and then likely contact him in July when course schedules are out and you can plan your time. Contact him for any TA related problems or difficulties, aside from CUPE issues.
DEPARTMENT OF PSYCHOLOGY, GLENDON COLLEGE – Room 162, York Hall

Professor Tim Moore-Chair, ext. 88355, timmoore@glendon.yorku.ca
(Also a member of the CD area graduate faculty)

CLINICAL-DEVELOPMENTAL PROGRAM

Professor Mary Desrocher, Director of Clinical Training, ext. 33111, mdesroch@yorku.ca
is the current departmental head for the CD program. At the beginning of each school year, we each meet
with the departmental head individually to go over course/thesis plans for the upcoming year, discuss any
difficulties we might be having and generally can speak to her regarding any CD area related issues. The
department head also has a significant number of other responsibilities, including preparing information for
departmental accreditation, meeting and working with faculty members to ensure we are receiving the best
possible education, representing the faculty and students of the department at university executive
meetings, among others.

Sabrina Iantorno, CD Area and Department Secretary, ext. 66268, sian@yorku.ca
You would contact Sabrina for copies of MA/PHD tracking forms or other forms specific to the CD area (e.g.
program-sanctioned hours form), copies of Area monthly meetings or a copy of this handbook.

During the Introduction to Assessment course, you will also likely work with children and may offer them
remuneration for their help. Sandra Locke (Room 296) can provide you with these funds. See Sandra also
for reimbursement or payroll (RAs) from faculty grants.

Louise Hartley, Directory of the York University Psychology Training Clinic, ext. 30428, lhartley@yorku.ca
Contact Louise for information on clinic activities and training opportunities that will be available to you as a
student. She will be involving students in intake, assessment and intervention activities that will be
provided through the clinic.

FACULTY OF GRADUATE STUDIES – Room 283, York Lanes

“Source of funding for conference presentations; source of applications for various grants, fellowships, and
scholarships; and the centre of your universe when making arrangements for thesis or dissertation defense.”

Mario Verrilli, Executive Office, ext. 20171, mariov@yorku.ca
Mario is responsible for all administrative functions of the Faculty of Graduate Studies, including budget,
human resources, registrarial activities and financial support for graduate students. He acts as Complaints
Officer for the Faculty.

Richolette Freckleton, Scholarship and Awards Coordinator, ext. 33954, fgssac@yorku.ca
Richolette is responsible for providing information to students regarding scholarships and other sources of
financial aid, and coordinates the scholarship application process by ensuring deadlines are met, processing
applications, announcing successful applicants and issuing award payments. She monitors York
Scholarships, and issues SSHRC/NSERC/OGSST scholarship payments.

Stephanie Wong – Administrative Assistant, ext. 77831, wongs@yorku.ca
The administrative assistant is responsible for the administration of the budget, student grants, internal and external scholarships, bursaries, assistantships, and general expenditures and solves problems regarding student support. She works with the Executive Officer.

Franca Giovannini – Accounting Assistant- Awards, ext. 60468, gsawards@yorku.ca
The Accounting Assistant is responsible for processing all full-time Graduate Student assistantships, tuition fee deduction forms, and resolving problems with scholarship and assistantship payments. Franca reports all graduate student support, assists the Executive Office with enrolment reporting, and monitors the International Tuition Fee Scholarships. She tracks the minimum guarantee fund and the summer Graduate Assistantship Programme.

Almey Tse Soriano, Manager, Student Affairs , 66682, almey@yorku.ca
The Student Affairs Officer is responsible for matters relating to student registration, enrolment, fee assessments, Ontario Graduate Visiting Scholar (OVGS) applications, petitions, and for advising students on Faculty policy and regulations. In addition, they oversee the convocation exercise and has responsibilities relating to admission to the Faculty.

Donna Hewison, Student Affairs Assistant, 60467, fgssaa@yorku.ca
In addition to answering student enquiries over the phone, electronically and in person, Donna's primary duties are to process petitions, convocation forms, assist with the registration exercise and monitor changes to student fee assessments as a result a students graduating or changing activity level.

Nisa Lawson, Student Affairs Thesis Coordinator, ext. 22286, gsthesis@yorku.ca
The Student Affairs Clerk/Thesis Coordinator looks after arrangements for oral examinations and the binding and microfilming of theses. Copies of the Faculty of Graduate Studies’ document *Guidelines for the Preparation and Examination of Theses and Dissertations* are available from Nisa.

**CANADIAN UNION OF PUBLIC EMPLOYEES (CUPE) 3903**

104 East Office Building, (416) 736 5144
Learning Experiences for all CD students

York University Psychology Clinic (YUPC)
/personal communication from Louise Hartley, Director of the YUPC, February 2009/

YUPC is a new, state-of-the-art community mental health and training centre associated with the Department of Psychology in the Faculty of Health at York University. The clinic officially opened in the spring of 2009 and provides a range of leading edge, effective mental health services on a fee for service basis to community members from around York University. The clinic has 13 interview rooms - 9 with video recording capability and 7 with 1-way mirrors. The clinic can support full practicum placements for the optional third practicum in PhD 3, and also offers opportunities for graduate psychology students in the clinical developmental area to gain program sanctioned training hours in the clinic based on their educational level within the program. Please visit the clinic's web-site [www.yupc.org] to learn more.

Clinical-Developmental Brown Bags

These Brown Bags are designed to enhance your graduate experience by providing MA-level students with information about practicum sites (and how to apply to them!), and by providing more senior level students with experience in presenting clinical cases in a clinical rounds type of setting. Another goal of the brown bags is to foster a greater sense of community in our program and give students more opportunities to meet and share experiences with others from the program. Regular email announcements are sent with the exact dates, topics, and location. We hope that you will find this to be an invigorating learning experience!
Proposal Outline for Specialty Stream Training in Clinical Neuropsychology

Clinical Developmental Area

A new stream has been proposed for both Clinical and Clinical Developmental students who are interested in clinical neuropsychology. Information and the requirements for the CD neuropsych stream are outlined below. Additional questions regarding the CD neuropsych stream can also be directed to Dr. Christine Till, email: ctill@yorku.ca.

Definition of a clinical neuropsychologist (National Academy of Neuropsychologists)

A clinical neuropsychologist is a professional within the field of psychology with special expertise in the applied science of brain-behavior relationships. Clinical neuropsychologists use this knowledge in the assessment, diagnosis, treatment, and/or rehabilitation of patients across the lifespan with neurological, medical, neurodevelopmental and psychiatric conditions, as well as other cognitive and learning disorders. The clinical neuropsychologist uses psychological, neurological, cognitive, behavioral, and physiological principles, techniques and tests to evaluate patients’ neurocognitive, behavioral, and emotional strengths and weaknesses and their relationship to normal and abnormal central nervous system functioning. The clinical neuropsychologist uses this information and information provided by other medical/healthcare providers to identify and diagnose neurobehavioral disorders, and plan and implement intervention strategies. The specialty of clinical neuropsychology is recognized by the American Psychological Association and the Canadian Psychological Association. Clinical neuropsychologists are independent practitioners (healthcare providers) of clinical neuropsychology and psychology.

Professional and scientific importance of clinical neuropsychology

- Increasing influence of neuroscience in psychology
- Career opportunities in academic and applied settings for specialists
- Increasing recognition of neuropsychological approaches in educational settings

Current resources for specialty education in clinical neuropsychology at York University

- 4-6 core faculty (Adult)
- 2 core faculty (CD)
- Breadth of neuropsychology-related courses to meet CPA core knowledge requirements (see table at end)
- Specialty practicum and internship sites in Toronto (e.g. Toronto Rehabilitation Institute, Bloorview MacMillan, SickKids)
- Clinical neuropsychological assessment opportunities in York University Psychology Clinic
Proposed clinical neuropsychology stream

The **CD neuropsych stream** will not add any additional course requirements. The 1.5 full course electives will be fulfilled by the proposed neuropsychology training courses outlined below.

<table>
<thead>
<tr>
<th>Core Neuropsychology Stream Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psyc 3650.03 Clinical neuroanatomy</td>
</tr>
<tr>
<td>Psyc6320.03 Human Neuropsychology: History and syndromes (life span)</td>
</tr>
<tr>
<td>Psyc6945.03 Applied Pediatric Neuropsychology (assessment focused, developmental)</td>
</tr>
</tbody>
</table>

M.A. I - no change
M.A. II - no change

**PhD I**

6930 6.0 Intervention Strategies with Children

**Psyc 3650.03 Functional neuroanatomy**

Practicum I (clinical assessment focus)

Psyc6945.03  Applied Pediatric Neuropsychology (assessment focused, developmental focus) - summer term

**PhD II**

Practicum II (intervention focus)

**Psyc6945.03  Applied Pediatric Neuropsychology (assessment focused, developmental)**

Minor area paper
Dissertation proposal

**PhD III**

6140 6.0 (F/W) Multivariate Analysis

Practicum II (neuropsychological assessment focus)

**Psyc6320.03 Human Neuropsychology: History and syndromes (life span)**

Psyc6490.03 Ethical issues
Psyc6020/6030.03 Historical and theoretical foundations
Dissertation (related to clinical neuropsychology/neuroscience)
Master’s Thesis Proposals:

Information obtained from: 1) Regina Schuller, email sent September 28, 2005; 2) FGS--Human Participants Research Guidelines for Submitting Thesis/Dissertation Proposals, 

http://gradstudies.yorku.ca/current-students/thesis-dissertation/research-ethics/

As you know, all University-based research involving human participants, whether funded or non-funded, is subject to the ethics review process (which in the past has involved a confusing and redundant array of forms). Although not substantively different, FGS now has new procedures in place for students undertaking thesis/dissertation research involving Human Participants. Things do look more streamlined and easier to follow.

THESE PROCEDURES ARE TO BE FOLLOWED FOR ALL THESIS/DISSertation PROPOSALS

The forms have labels – TD1, TD2, TD3, and TD4 (found in Appendix C)

If you look at the TD1 form, a synopsis of the four different options is outlined. The route you take depends on whether the research involves human participants, is minimal risk or not, and whether it’s funded or not.

The definition of “funded” does not include funding in the form of student OGS scholarships, SSHRC fellowships, NSERC scholarships, or CIHR studentships. These awards are intended to support students through their studies and do not require reports from students on the specific research activities conducted. The definition of “funded” does apply to grants awarded for specific research projects, whether those projects be the student’s own research projects or research being conducted as part of a faculty member’s funded research project. Typically, for funded research, granting agencies require reports of the research conducted.

The Human Participants Research Committee uses the definition of minimal risk as outlined in the SSHRC/NSERC/CIHR Tri-Council Policy Statement “Ethical Conduct for Research involving Humans” (August 1998): “If potential subjects can reasonably be expected to regard the probability and magnitude of possible harms implied by participation in the research to be no greater than those encountered by the subject in those aspects of his or her everyday life that relate to the research then the research can be regarded as within the range of minimal risk” (p. 1.5). An expanded version of this definition is available from the Office of Research Services (214 York Lanes) upon request.
EMAIL - Subject: Ethics: Some new procedures for the new academic year

In the area of research involving human participants, the following changes are being introduced. The following procedures are to be put into effect as soon as possible and no later than October 1, 2005:

1. In an effort to streamline and expedite the thesis/dissertation approval process, the following change is being introduced:

   Thesis and dissertation proposals, including the Human Participant Research Protocol documents when relevant, are to be forwarded to FGS only (the student will take it to the graduate program office, who will forward it to FGS). FGS will then forward all relevant documents to HPRC for review and approval. Programs are not to send materials separately to HPRC. See the end of this section, page 31 for the TD1 form.

2. To enable students to develop a better understanding of the responsibilities associated with conducting research with human participants and to improve the quality of their human participant protocol submissions, all graduate students proposing research that involves human participants are required to complete the Tri-Council Policy Statement (TCPS) tutorial, available online at: http://www.pre.ethics.gc.ca. The tutorial is available in English (TCPS Tutorial) and French (Didacticiel sur l'EPTC).

   Once they have completed the tutorial (a time commitment of about 2 hours) students are to submit the tutorial completion certificate, available online, to their program office. The certificate will then be placed in the student’s file. The GPD or GPA will be asked to confirm its presence when they forward the TD1 form (being revised to add this addition) to FGS. Students who conduct research involving human participants within course assignments or MRPs will have to meet the same requirement; See the end of this section for the TD2 form.

3. The final change related to ethics and human participants involves the age of majority. On the current TD2 form, the age for substitute consent is listed as 16 years and under.

   OK, here are the four choices for ethics (should you follow the steps correctly and have all completed, FGS is promising a response within 5 working days):

   **1. No human participants**

      –you merely need to complete the TD1 form

      AND

      –attach your proposal
2. Human participants, minimum risk, with written consent
   Human participants, minimum risk, with verbal consent
   - complete the TD1 form and the TCPS tutorial
   - attach proposal
   - TD 2 form*
   - attach informed consent (written or verbal script)*
   - TD3 (it’s a checklist to insure you covered your bases in the consent)

   * Provide 2 copies of the TD2 form & consent form—the Grad Office forwards these to HPRC

3. Human Participants, minimum risk, funded by faculty research grant
   - TD4 form (verifies the existing HPRC approval)
   - attach proposal

4. High risk - regardless of whether or not it's funded*
   - TD1 form and TCPS tutorial
   - attach proposal
   - complete HPRC form + 6 copies of proposal

   * this is worded as “and/or funded” in the TD1 form – I have spoken with FGS, that is not what they meant and will be changing the wording to reflect that they mean “regardless of whether it’s funded”

   **NOTE:** Master’s Thesis proposals must be forwarded for approval to the Dean of Graduate Studies not less than **three months** prior to the date set for oral examination.
Research Practicum

In your MA 1 year you are going to spend 10 hours per week working with your supervisor on an agreed upon research project. This can range from working on a literature review or writing a paper, to collecting data for a study. The form on the next two pages outlines this contract between you and your supervisor. One copy should go to each of the following: the Grad Office, your supervisor, and the CD Area Secretary. Keep a copy for your own records.

The research practicum agreement form can be found in Appendix D.
Thesis Committees (FGS Calendar, 2016-17)

Master’s Thesis Supervisory Committees

1) A thesis supervisory committee will consist of two faculty members from the Faculty of Graduate Studies, at least one of whom must be from the CD programme, and who serves as the principal supervisor. In exceptional circumstances, and with the prior approval of the Dean, one additional member may be appointed who is not a member of the Faculty of Graduate Studies.

The membership of each committee, including the Chair, must be recommended by the appropriate graduate programme director for approval and appointment by the Dean of Graduate Studies no later than the second term of study (MA 1 year, second term, or equivalent for part-time students). (NOTE: In the CD area, the usual practice is to assemble your committee, who agrees to your thesis topic, in the spring/summer of your first year.)

2) A thesis supervisor (chair of the supervisory committee) shall:

   (a) be reasonably accessible to the candidate normally meeting once a month and never less than once each term; and,
   (b) ensure that a copy of the candidate’s thesis is sent to each member of the candidate’s thesis examining committee as far as possible in advance of the date of the candidate’s oral examination but no later than three weeks prior to the date set.

3) A thesis supervisory committee shall:

   (a) review a candidate’s research proposal and recommend its approval to the graduate programme director and the Dean no less than three months prior to the date set for the oral examination;
   (b) review the candidate’s progress from time to time, normally every six (6) months and never less than once each year; and
   (c) read the thesis and make a recommendation to the graduate programme director regarding oral defence.

Master’s Thesis Examining Committees

The thesis examining committee shall consist of:

a) The Dean of the Faculty of Graduate Studies or his/her representative (Dean’s Rep) who will be at arm’s length from the supervision of the thesis;

b) at least two graduate faculty members from the programme, at least one of whom must be from the supervisory committee;
c) **one graduate faculty member** at arm’s length from the thesis, and normally from outside the programme. If this member is from the programme, the Dean’s representative shall be from outside the programme.

d) **ex-officio members** (non-voting, unless present as one of the voting members named above): Vice-President (Academic), Graduate Programme Director.

The membership of each committee must be recommended by the graduate programme director for approval and appointment by the Dean of Graduate Studies as soon as possible and **no later than three weeks before** the date set for the oral examination. In exceptional circumstances the Dean may approve a programme director’s recommendation that a York University faculty member who is not a member of the graduate faculty serve as a member (but not the Chair) of an examining committee. Normally, members of the candidate’s thesis supervisory committee will be members of the thesis examining committee but the Chair of the candidate’s supervisory committee (candidate’s supervisor) may not serve as the Chair of the thesis examining committee.

In exceptional circumstances, alternative technologies such as video- or teleconferencing can be made available for oral examinations of graduate work. The rationale for this examination mode must be made by the programme to the Dean. **No more than one member** of an examining committee should be linked to the examination process through alternative means. **Only in rare circumstances** would the supervisor, an internal York member, or the student be the off-site participant.
Responsibilities of Thesis Supervisors (FGS Calendar, 2007-2009)

1. Be reasonably accessible to the student for consultation and discussion of the student’s academic progress and research problems. The frequency of such meetings will vary according to the stage and nature of the student’s work, but should normally occur once a month, and never less than once a term.

2. Give timely response to submitted written work, with constructive suggestions for improvements. The turnaround time for comments should not normally exceed two to three weeks.

3. Make satisfactory arrangements with the approval of the director of the graduate programme for the supervision of the student when on leave or sabbatical, or on extended absence from the university.

4. Convene an annual meeting of the supervisory committee, normally in the spring, to evaluate the student’s Report on Progress, and submit a copy of the completed Report on Progress to the director of the Graduate Programme after the meeting. (NOTE: The CD area process is somewhat different. Please refer to the section on Year End Evaluations for more information)

5. Ensure the student is aware of University, Faculty, and programme requirements and standards to which the thesis is supposed to conform.

6. Assist the student with attempts to acquire external funding, including meeting appropriate deadlines, and to engage in scholarly development (e.g., conference presentations and publications).

7. Offer advice and supervision appropriate to the stage of the student’s work, helping the student to establish and modify a suitable timetable for completion of the various stages of the thesis project:

- **a) at the proposal stage**, assist the student with selection of a suitable and manageable topic and approach.

- **b) at the research stage**, assist the student with initial research design and subsequent modification, with alleviating current and anticipated problems, with interpretation and analysis of findings, and with bringing the project to completion.

- **c) at the writing stage**, assist the student with appropriate and timely feedback on drafts.
d) **at the oral defense stage**, advise the student on preparation for the examination, and assist the student to interpret and comply with any changes recommended by the examining committee, in conjunction with the Dean’s representative as required.

8. Ensure that Master’s thesis is sent to the examining committee **at least three weeks prior to** the date of the examination, and a doctoral dissertation **at least four weeks prior to** the date of the examination.

9. Appropriately acknowledge in published material the contributions of the student, including consideration of joint authorship of publications. Where the student’s research comprises a component of the supervisor’s research program, and joint publication is envisaged, it must be recognized that the responsibility for utilization of data and for publications is held jointly by the supervisor and student. Endeavour to clarify at the outset of the supervisory relationship expectations regarding the responsibility and publication credit for work initiated, designed and researched by the student, but supported financially or otherwise by the supervisor.

10. Conform to programme and faculty grievance and appeal procedures in the event of a supervisory relationship which is unsatisfactory for any reason.
Guidelines for Students (FGS Calendar, 2007-2009)

1. Conform to University, faculty, and programme requirements and procedures for completion of the degree, with regards to such matters as research ethics, registration and graduation requirements, dissertation/thesis style and quality standards, etc.

2. Develop, in conjunction with the supervisor and supervisory committee, an intended timetable for completion of all stages of the thesis, and work to realize that timetable, meeting appropriate deadlines.

3. Meet regularly with the supervisor to review progress. The frequency of such meetings will vary according to the stage and nature of the student’s work, but should normally occur once a month, and never less than once a term. Interact with other members of the supervisory committee as appropriate.

4. Keep the supervisor and graduate programme office informed of where the student may be contacted, and respond appropriately to all communications received.

5. Prepare a Report on Progress for an annual meeting with the supervisory committee. (NOTE: The CD area process is somewhat different. Please refer to the section on Year End Evaluations for more information)

6. Give serious consideration to, and respond to, the advice and criticism received from the supervisor and supervisory committee.

7. Recognize that where the student’s research comprises a component of the supervisor’s research program, and joint publication is envisaged, it must be recognized that the responsibility for utilization of data and for publications is held jointly by the supervisor and student. In such cases, the thesis, or draft papers, together with a copy of the raw data, shall be made available to the supervisor prior to submission for publication.

8. Conform to the basic principles of academic integrity and professionalism in the development of a mature and objective relationship with the supervisor, the supervisory committee, and other scholars. The entire Master’s programme, including research and writing of the thesis, shall be conducted under the strictest rules of ethics and academic honesty.

9. As “each student has final responsibility for his or her academic honesty” (Senate Policy on Academic Honesty; http://www.yorku.ca/grads/cal/regs.htm#p), it is incumbent on him or her to ensure the academic integrity of his or her primary research, and of the interpretations relating to such research.
Assessment Courses and Practicum Preparation
(Personal Communication with Dr. Adrienne Perry & Dr. Yvonne Bohr)

Practicum Day occurs in late September/early October. Attend and get an idea of some of the sites offering assessment and intervention placements. This is an opportunity to speak with some of the supervisors at the site in order to determine whether the site will suit your interests. NOTE: For the purposes of the assessment course, students are required to complete a criminal record check. It is strongly suggested that this be completed during the summer in anticipation of the beginning of the course for the coming year. Although this policy is currently under development, forms are available in the graduate office.

Psychoeducational Assessment of Children and Adolescents (6910 3.0)
This course involves the learning and administration of several cognitive and academic tests. As part of the course, students will be required to administer and interpret selected psychological tests to children/adolescents in order to practice the skills being taught. Students learn how to evaluate different tests for validity and reliability. Students also discuss basic standards of professional clinical practice.

Over the summer, students may wish to begin familiarizing themselves with selected tests that will be covered in the course (to be referred to in the course outline). These tests are available in the resource centre (BSB 162B). Students should also begin to think about where they would be able to obtain children to test. In the past, students have tested children in their neighbourhood, relatives, or family friends. Consent from the parents will be required prior to testing (a consent form is provided by the department), and the child will receive a small remuneration for participating ($10-$20). No standardized testing of children should occur prior to the start of the Introduction to Assessment class.

Clinical and Diagnostic Assessment of Children and Adolescents (6920 3.0)
This course involves more behavioural and clinical observation and assessment techniques. Observation of children in natural settings, interviewing and report writing are important clinical skills further developed in this course. Students learn to integrate information from various sources and develop skills in diagnostic formulation. Students in this course often go to daycare centres, schools or areas where children congregate to observe and record behaviour. Students may also have the opportunity for observation in the York University Psychology Clinic.

Assessment Practicum (6910P 3.0)
Start looking for practicum sites in early November of the year prior to the practicum (usually MA 2), at the Practicum Day fair. February 1st is the deadline for applications to sites. It is a good idea to contact the Practicum Course Director and DCT before applying to practicum sites. Interviews will take place in February to March, and sites will notify students of placements in March, usually the third week. See Appendix for related forms.
APPROVAL OF “PROGRAM-SANCTIONED” HOURS
(ADDITIONAL CLINICAL EXPERIENCE)
Clinical Developmental Program, York University

Background

The CD Program provides enough clinical experience via the two practica to meet standards for CPA accreditation and, following an internship, our students easily exceed the minimum clinical hours requirement for registration with the College of Psychologists. However, from time to time students do engage in extra clinical training or experience for one or more of the following reasons:

a) the student identifies a gap in their training which they seek to fill;
b) the program identifies a gap or feels the student needs additional clinical training;
c) the student is involved in some way (working, volunteering, collecting data, etc.) in a clinical setting, though this is not officially connected with the CD program;
d) the student is seeking to strengthen their credentials in preparation for internship applications.

Regarding the fourth point, students often worry that they do not have "enough hours" to make them competitive in applying for internships. The APPIC internship application process makes provision for "program-sanctioned hours" to be added to official practicum hours in a student's application, but there is no common standard or definition of "program-sanctioned" among DCTs. Thus, a fair and consistent way of approving such experience is needed, which is what prompted the development of these forms. It should be emphasized, however, that considerable discussion among training directors indicates that a) there is no "magic number" of hours required and b) breadth and depth of experience and "fit" with the training setting are more important to internship directors and supervisors than sheer quantity of hours accumulated.

Criteria for Program-sanctioned Clinical Experience Hours

- The activity must be a valid clinical experience providing Psychological Service(s) as defined in the CPO Standards of Practice (i.e., not clerical or research assistant work for a psychologist), but may include clinical work in the context of a research project under certain circumstances
- It must be supervised by a member of the College of Psychologists of Ontario, who assumes professional responsibility for the work
- The amount of supervision will depend on experience of the student and the nature of the work, but should approximate that of an official Practicum (i.e. 1 hour individual supervision per week; min. 1 hour per 20 total hours or 10 face-to-face hours)
- The Supervisor will complete and sign a brief evaluation form to confirm the number of hours worked by the student, and to indicate that the work was satisfactory
• The activity may take place in a variety of contexts: agency/clinic, private practice, hospital, school, etc. and may be paid or unpaid
• A minimum number of hours is not required. Students may work any amount of time (e.g., 2-week block of full-time work, 1 day/week for 4 months, etc.)
• The activity should be approved in advance by the Director of Clinical Training, whenever possible, using the Advanced Approval of Clinical Experience form. Final number of hours worked and evaluation must then be submitted when the work is completed, using the Program Sanctioned Hours Form. Until this becomes common practice, i.e., for students applying in the next few years, some activities may be approved retroactively, using the Program Sanctioned Hours Form (see pages 52-53 correct for the form)
• Hours should be documented in detail as per www.appic.org categories
Clinical Developmental (CD) Psychology Area, York University
Dispute Resolution and Grievance Process

The Clinical Developmental Area recognizes that students may encounter difficulties from
time to time during their time in the program. We want students to have a positive
experience in the program and thus we hope that any difficulties which do arise can be
dealt with early on and constructively. We have developed this document to inform
students about some suggested ways to help resolve difficulties and to make you aware of
the official procedures available, should you ever need them.

Please note: This is not a legal document and is not official University policy. If a formal
complaint is being considered, students should see the FGS policies in the Graduate
Program Handbook and the FGS website.

In general when difficulties arise, it is often best to try to deal directly with them and seek a
resolution (e.g., perceived unfairness regarding a course grade, differences in expectations
between a student and a supervisor regarding RA responsibilities). This is not easy but is
often effective and may be a good learning experience. However, as a student, you are
clearly in a hierarchical relationship in which you frequently have less power than faculty
and we recognize this may be awkward for you.

So, if your attempt to deal with the situation is unsuccessful or you find it impossible to
address, your next recourse is usually the Director of Clinical Training (DCT) who is
responsible for the program academically and professionally. He or she will try to listen
respectfully and help generate and evaluate various solutions or options to address the
situation, which might include taking actions such as speaking with the other faculty
member, having a joint meeting, etc. depending on the situation and your wishes.

If the DCT is unable or unwilling to help you address the situation, or wishes the Area as a
whole to make a decision (or the DCT is the person with whom you are having difficulty),
you may petition the Area (more likely if it is a "area" mater). The DCT or another faculty
member will present your case to a monthly meeting of the CD Area (excluding student
reps).

Alternately, you may speak to the Graduate Program Director (GPD), especially if it is a
graduate program or FGS matter. He or she will advise you regarding possible next steps
including petitions and appeals beyond the Psychology Department. These are also
outlined in the Graduate Program Handbook, the CD Handbook, and the FGS website.

You also have access to the University’s Ombudsperson’s office, an arms-length office
designed to provide fair conflict resolutions within the University (see below for contact
info).
In general, the following are the sequences to follow regarding whom to talk to (and in what order) regarding a concern of various kinds:

Academic:
- Academic issue including specific course grade appeal etc. 1) course director 2) DCT 3) GPD
- Thesis/dissertation research 1) supervisor 2) DCT 3) Area 4) GPD
- General progress in CD Area 1) supervisor 2) DCT 3) Area 4) GPD

Clinical/Interpersonal:
- Within Practicum Courses (6910P and 6930P) 1) practicum course director 2) DCT 3) Area
- Outside Practicum Courses (i.e., optional 3rd practicum, program-sanctioned hours, internship) 1) DCT 2) Area

For further information regarding Grievance and Complaint Procedures, you may consult:

FGS Policies and Regulations as well as Petition Forms at: http://www.yorku.ca/grads/policies/UniversityPolicies

The Office of the Ombudsperson and Centre for Human Rights, York University S327 Ross: http://ombuds.info.yorku.ca/ or email: ombds@yorku.ca
Procedures Used to Hear Appeals by Students against Decisions of Graduate Programmes Concerning Academic Issues (FGS Calendar, 2007-2009)

The graduate programme will make the initial decision on any academic issue, including an evaluation based on academic judgement (for example, course grades, research review papers, qualifying examinations). Note: Appeals of course grades will be heard by the graduate programme or undergraduate department responsible for issuing the grade using the procedures set out by the programme or department.

If the graduate student is dissatisfied with the initial decision of the graduate programme on any academic issue, excluding an evaluation based on academic judgement, he or she may appeal within fourteen days from the date on which he or she was notified of that decision notice given to the Dean of Graduate Studies.

Once a notice of appeal is received, the Dean of the Faculty of Graduate Studies or his/her delegate will attempt through an informal discussion with the graduate student and graduate programme to resolve the issue.

If no agreement is reached through informal discussion, then both the graduate student and the graduate programme will each select a faculty member of the Faculty of Graduate Studies to serve on an appeal committee that will hear and decide on the appeal. A third faculty member for the appeal committee, who will serve as chair of the committee and is not from the graduate programme involved, will be appointed by the Dean of the Faculty of Graduate Studies.

The appeal committee will hold a meeting that will be a new proceeding. Only material that has been presented previously can be used at this time. The student will first present his/her side of the proceeding, to which the graduate programme may respond. The onus will be on the student to establish the facts and merits of his/her appeal. The student will be provided with an adequate opportunity to know the evidence and nature of the case against him or her before the hearing and to respond to it during the hearing in accordance with the Senate Appeals Committee advisory documents. The student will be responsible for assembling and distributing the documentation in support of his or her position, and presenting his/her appeal to the appeal committee.

When the appeal committee reaches a decision, it will notify the graduate student and the graduate programme in writing of its decision and the reason for this decision. The decision of the appeal committee will be the decision of the Faculty of Graduate Studies on the appeal. If the graduate student and/or the graduate programme disagrees with the Appeal Committee’s decision, either or both may appeal to the appropriate Senate committee.
Year End Evaluations

(Information obtained from Graduate Program in Psychology Handbook, 2016-17; http://psychology.gradstudies.yorku.ca/files/2016/04/HANDBOOK-2016-2017-1.pdf)

The year-end evaluation is an important exercise in the Graduate Program in Psychology. It provides the Program with an opportunity to acknowledge good progress and performance and, where appropriate, to point out places where better progress and performance might be made. The evaluation may be used in determining the Program ranking of applications for internal scholarships, fellowships and other awards. It may also be used to aid in determining the level of support given to a continuing student from the G.A. budget. It is also essential in the CD area for our annual accreditation reports. Satisfactory progress in academic, clinical, and interpersonal areas is required by the program.

From students: A completed Progress Tracking Form (see form in Appendix E) which has been discussed with and signed by the supervisor should be submitted to the CD Area Secretary. It is strongly suggested that students leave a copy of this document with their supervisors, for use in completing their reports as described below. You don’t need to provide a copy of your c.v. to the CD Area Secretary but must provide Graduate Office with a copy for your files. Students should keep a computer-file copy of the Progress Tracking Form on file and add to it every year.

From principal supervisors: A written report on each student they are supervising should be submitted to the CD Area Secretary (Deadline is usually in Mid-May). An assessment of the student’s progress and, if in their opinion, progress has not been wholly satisfactory, some indication of the reasons and any intervention that they or the Director might make in order to improve the student’s performance. Also to be included:

1. An estimate of date of completion of:
   (i) Course requirements,
   (ii) Practicum/internship requirements,
   (iii) Minor Area paper, (ABC Paper)
   (iv) Dissertation or thesis (provide names of supervisory committee members)

   If these estimates have changed from those given in the previous year, then reasons for the change should be provided.

2. An assessment of the overall academic quality of the student’s work and contribution.

3. Any concerns or recommendations.
From clinical supervisors: Clinical work is undertaken during M.A.2 (assessment courses), Ph.D. 1 (assessment practicum) and Ph.D. 2 (intervention practicum). The respective assessment and intervention course directors will provide a letter outlining the student’s clinical progress.

CD faculty will convene an annual meeting in which the progress of each student is discussed. A letter to the student will follow outlining the student’s progress, and any recommendations the faculty may have with regards to the student’s movement through the program and any concerns related to clinical or interpersonal issues.

Clinical Developmental (CD) Area, York University
Information on the Collection, Use, and Sharing of Students' Personal Information

In accordance with the Personal Information Protection and Electronics Documents Act (PIPEDA), the University Privacy Policy, and in keeping with the spirit of the Personal Health Information and Protection of Privacy Act (PHIPPA), we in the CD Area want students to fully understand what information is collected, stored, disclosed, and shared about them, and for what reasons, within the CD Area and the Psychology Graduate Program.

Please note: This is not a legal document and is not official University policy, but is simply intended to help students be fully informed.

We abide by a number of general principles enshrined within various pieces of privacy legislation and policy including:
- only relevant information is collected, information is collected for particular reasons and is needed for those reasons
- information is "used" by the organization for particular purposes which includes certain limited sharing of information
- you have access to your information (with certain exceptions)
- your personal information is stored securely and kept confidential (again with certain exceptions).

Main Student Files (paper files)

The Graduate Program in Psychology maintains your official file. These files are kept securely in the Graduate Office while you are a student and for at least 7 years following graduation or withdrawal from the graduate program. The files include academic, financial, and professional training materials.
**Academic & Financial:**
- all application materials including undergraduate transcripts, GREs and letters of recommendation
- letters confirming admission and acceptance to the program
- all course grade sheets submitted by course instructors
- all annual progress evaluation materials submitted by student (progress tracking form, CV)
- all annual progress feedback letters from the CD Area
- forms documenting advisory committee appointments and changes (MA, Minor Area Paper, and Dissertation)
- documentation regarding MA and PhD theses (proposal approval, submission to FGS/Ethics, schedule oral, revisions complete, etc.)
- petitions for any reason (extensions, exemptions to any FGS regulation, etc.) and associated documentation (letters of support, explanation, etc.)
- scholarship information
- CUPE hiring documents (which include personal and banking information)
- any disciplinary documentation

**Professional Practice-related:**
- Police check indicating no criminal record and clearance to work with vulnerable persons
- For each Practicum (Assessment Practicum, Intervention Practicum, Optional Third Practicum):
  - practicum agreement form signed by external supervisor, student, and DCT and/or practicum course director
  - record of practicum activities and hours
  - interim and final evaluations of the student’s practicum work by practicum site supervisors
  - grade for practicum work (by course director of practicum courses, by DCT for other practica)
  - any other relevant materials concerning the students performance while on practicum and clinical competence
- For Internship
  - internship agreement form signed by external supervisor, student, and DCT
  - internship evaluations (for each rotation or interim and final)
  - any other relevant materials concerning the students performance while on internship and clinical competence
- Any letters or emails documenting any concern regarding the student’s personal/professional competence.

In addition the following electronic files are maintained by the Graduate Office or by FGS:
- a cumulative record of course registrations and marks
- a spreadsheet of all scholarships and awards
- a spreadsheet of summarizing all students’ progress
Purpose and Accessibility. Student files, both hard copy and electronic versions, are accessible to the Graduate Program staff, the Director of Clinical Training, and the student’s supervisor. They need access to this information to administer the program, ensure your progress in the program, summarize your accomplishments for year-end evaluations, scholarship ratings, prize nominations, and so on. In addition, the DCT is required to review your entire file prior to signing off on your AAPI application for Internship. You (or a duly appointed representative of yours) can have access to your file, with certain exceptions (e.g., letters of reference, items including another student’s name, etc.), by making a request to the GPD or Graduate program staff.

From time to time, files are reviewed in order to complete reports to the Faculty of Graduate Studies and the Ontario Council of Graduate Studies. In addition, site visitors for the Accreditation Panel of the Canadian Psychological Association may review student files for the purposes of reviewing the quality of the training program and adherence to the accreditation standards.

Any concerns or complaints about the collection, storage and use of students’ private information may be directed to the Graduate Program Director. All concerns will be discussed with the complainant and investigated thoroughly.

CD Area Specific Information Sharing Practices

There is another set of files kept by the administrative support person for the DCT of the CD Area. These include copies of some of the documents (e.g., progress tracking forms, end-of-year letters) in the "official" files in the Graduate Office and some CD-specific forms and information:

- Progress-tracking forms for the past two years
- Year-end Evaluation letters from DCT for the past two years
- Program-sanctioned hours form(s) documenting additional clinical hours approved by the DCT or CD Area to fill clinical gaps and/or be counted towards Internship
- Internship application (APPI) Part 1 and Part 2, including DCT letter of permission to apply

In addition, the CD administrative support person also maintains electronic databases with contact information for all students in the CD program, so that she and the DCT can contact students as needed. Information is also gleaned from progress-tracking forms and CVs for purposes of CPA Accreditation summary reports (non-identifiable).

Purpose and Accessibility. These files are accessible to the Director of Clinical Training and students’ supervisors. They need access to the information to administer the CD-specific aspects of the program, summarize your accomplishments for year-end evaluations, and so on. In addition, the DCT will review this information (especially the program-sanctioned hours forms) prior to signing off on your AAPI application for Internship. In addition, site visitors for the Accreditation Panel of the Canadian
Psychological Association may review these files. You can have access to your file by making a request to the DCT. Any concerns or complaints about the collection, storage and use of students’ private information in these files may be directed to the DCT.

**Information Sharing within the CD Area:**

Within the CD Area faculty, information regarding students is routinely shared in the following ways:

- informally, faculty often provide feedback (often positive) to each other about their students
- the DCT will usually copy your supervisor on emails to you or about you
- Practicum Course Directors (6910P and 6930P) will routinely discuss your progress with your external Practicum Supervisor (often with you present as well)
  external Practicum Supervisors may discuss your progress with the DCT

**Year-end Evaluation Process:**

During the annual Progress Evaluation, all CD faculty meet to review the progress of every student. The discussion is based primarily on the Progress Tracking form submitted by the student and the letter submitted by the supervisor summarizing the student’s progress, accomplishments, plans, and any concerns or extenuating circumstances. Other faculty who know the student via coursework, practica, TA, RA, etc. share their observations as well, so as to obtain a more well-rounded picture of the student. This is especially important, and in the student's best interest, when the student is struggling or if there is some tension between student and supervisor. The DCT takes all information into consideration in writing the end-of-year progress letter to each student (which includes the gist of the discussion) or taking other action as determined by the Area. The purpose of this exercise is to give constructive and regular feedback to students about their progress, provide official notification of any academic or professional concerns and suggested remedial actions, as well as to ensure the integrity of the program and meet accreditation standards.

For further information regarding Privacy issues, you may consult:

University Policies on Access to Information & Protection of Privacy, Records & Information Management at [www.yorku.ca/secretariat/policies](http://www.yorku.ca/secretariat/policies)

FGS Policies and Regulations as well as Petition Forms at [http://gradstudies.yorku.ca/current-students/regulations/](http://gradstudies.yorku.ca/current-students/regulations/)

The Information and Privacy Office, York University N945 Ross [info.privacy@yorku.ca](mailto:info.privacy@yorku.ca)

The Office of the Ombudsperson & Centre for Human Rights, York University S327 Ross [ombuds@yorku.ca](mailto:ombuds@yorku.ca)

The Information and Privacy Commissioner of Ontario: [www.ipc.on.ca](http://www.ipc.on.ca)
Teaching Assistantships


Each graduate student in the Psychology programme is funded by some sort of assistantship. In your MA 1 year, you will have a graduate assistantship which may take the form of doing research with your advisor, working in the graduate programme office, or filling some other function within the department. At the M.A. 2 level, you may choose to seek a teaching assistantship or a research assistantship. T.A.’s are covered by the CUPE contract, and these positions generally pay a little more than R.A.‘s. However, many students opt to do a R.A. with a specific faculty member in order to focus on research for a period of time.

If you plan on TA’ing and already have a tentative agreement with a Course Director, contact Dr. Alistair Mapp (amapp@yorku.ca) so that he is aware of your agreement. If you do not already have a TA job lined up, Dr. Mapp will attempt to match you up with an appropriate course. This process often starts in the middle of July, thereby allowing students to have more control over the process until then by contacting Course Directors. You can see what courses/sections/times are being offered by consulting the supplementary calendar, available in hard copy outside the undergraduate office or online (NOTE: Course schedules come out around Mid-June). Forms are on the following pages.

Payday for everyone in the university is the 25th of each month (except for December when you get paid before holidays commence). You may choose direct deposit or have cheques mailed to 205 BSB. You can also have your tuition deducted in installments from your paycheque (for a fee).
Funding

The funding of students in the Graduate Programme in Psychology is rather complex. The following guide clarifies how it works. **Keep in mind that what follows is good for the present; it may not hold for the future. Also keep in mind that in terms of contractual agreements such as the minimum guarantee, it is written in layman’s language. As such it is no substitute for the contract language; for that the latest CUPE Unit 1 Collective Agreement must be consulted.**

**The Minimum Guarantee**

First, the student must be at least a **PhD 1** student, and no more than a **PhD 5** student, and registered full time. Second, the student must have done a full TA or equivalent prior to an imminent summer term. Third, under these two conditions, the student is guaranteed a **minimum of $3900 above the amount paid for the TA**. Fourth, this amount may be accounted for by funding the student has from other sources, such as a scholarship.

If the student does not have outside funding, then, as stipulated by the CUPE Unit 1 Collective Agreement, they must work for the minimum guarantee. Normally, the work is to be done in the summer following the TA. Under this Collective Agreement, if they do not hold a scholarship etc., then they must apply to Atkinson College for a Summer TA of $3900, which, it will be noticed, is the same amount as the minimum guarantee. If the student cannot get a summer TA at Atkinson, then he or she must do something else. From the point of view of the Faculty of Graduate Studies (FGS), the best way for the student to do this is to get hired as a summer GA.

As an incentive to faculty members to contribute to a summer GA, and thereby help students to fulfill their requirements for the minimum guarantee, FGS will match up to half of $4000 for a 135-hour summer GA. Hence the expression, “the student can do a matching-fund summer GA in order to meet the requirements for the minimum guarantee.” If FGS finds that a given faculty member requesting a GA cannot match what FGS gives in this regard, then FGS will prevail upon that faculty member to contribute some amount, even a few hundred dollars, to help defray FGS’s costs.

The GA may not necessarily be for assistance to the student’s supervisor. This is a matter of concern for some faculty members and students. It is necessary to keep in mind that at any moment in time, FGS has a pool of students for whom funding has not met the...
requirements for the minimum guarantee. This pool is thus a “priority” pool (the same
term is also used to classify students most eligible for TAs; see below). If FGS is to make
the most of the limited student support funds at its disposal regarding the minimum
guarantee, it needs to make most effective use of all sources of funding, including faculty
members’ funds. If a given faculty member proposes to put up the matching fund
necessary to finance a summer GA, and if that member proposes to hire his or her own
student, FGS will not allow that faculty member’s student to be the student awarded the
summer GA if that student has already met the requirements for the minimum guarantee
for that particular year (by being on scholarship, for example). Instead, FGS will assign
another student whose funding has not reached the level of the minimum guarantee.
(It is important to note in this context that FGS has a small amount of GA money to support
research activities and/or projects that promise to benefit the Graduate Programme or the
FGS as a whole. These GAs are valued at $4000 and are awarded to students needing to
meet the requirement for the minimum guarantee).

If the student has exhausted all ways of satisfying the requirements for the
minimum guarantee, FGS will give the money to the student on the understanding that it
will later find ways for the student to meet the requirement.

**Summer GAs for Full-Time Master’s Students**

Each year FGS makes available funds for summer GAs for MA students. These GAs
are worth, currently, $3,760, and faculty members are encouraged to match half of that
amount (i.e., $1,880). The requirements that students must meet are the following: First,
they must be registered full-time. Second, they must be MA 2. Third, they cannot hold a
summer TA and this GA at the same time. Thus, if the student has appropriately applied
for a summer GA prior to the deadline (which, e.g., this year was March 3), then if that
student subsequently gets and decides to take a TA (which pays more), then the student
must give up the GA if it has already been awarded to him or her. Third, those students
holding scholarships will have lower priority than PhD students.

**TAs**

To be eligible for a TA, a student must be registered full-time as either a MA 2 or
PhD 1-6. But, there is a priority pool for TAs: first priority is given to PhD 1-4, second
priority to PhD 5-6, and third priority to MA 2. Nevertheless, the priority pool has proved
not to be a problem for students of low priority because of the number of TA positions
available, especially when Atkinson College is taken into consideration along with the
Faculty of Arts. As indicated above, once a student has done a full TA or equivalent, that
student becomes eligible for the minimum guarantee unless that student is a MA 2
student, in which case the minimum guarantee provision does not apply because the
minimum guarantee is for PhD students and does not apply to Master’s students.

**Grants/Scholarships**

Most graduate students have to face funding issues at some point in their career, whether it be personal or professional expenses. Here is a breakdown of funding
resources, each requiring some degree of patience and persistence, and, of course,
paperwork. This is only a partial list of the many sources of funding available to graduate
students. For more information on internal and external scholarships, grants, and other funding opportunities, visit the Faculty of Graduate Studies (FGS) office at 283 York Lanes, or check their website at:

http://gradstudies.yorku.ca/current-students/student-finances/funding-awards/

**Ontario Graduate Scholarships (OGS)**

This provincial scholarship is open to students of all disciplines at the Master’s and Doctoral levels. You must have at least an A– average on previous grades to apply. Forms are available from 297 BSB. **The deadline for applications is usually early to mid-October.**

**Social Sciences and Humanities Research Council (SSHRC)**

Master’s and Doctoral candidates can apply to this agency for funding on the merit of their research plans. Awards range from one to four years. Forms are available on the SSHRC website (http://www.sshrc-crsh.gc.ca/funding-financement/apply-demande/index-eng.aspx). **The deadline for applications is usually the end of October.**

**Natural Sciences and Engineering Research Council (NSERC)**

Master’s and Doctoral candidates can apply to this agency for two-year scholarships based on their research plan. **The deadline is usually in November and forms are available at the Faculty of Graduate Studies, 283 York Lanes, and on the NSERC website (http://www.nserc.ca/).**

**Canadian Institute of Health Research (CIHR)**

Master’s and Doctoral candidates can apply to this agency for funding on the merit of their research plans. **Deadlines are usually September and December, and are dependent on whether you are a Master’s or Doctoral student.** Forms are available on the CIHR website (http://www.cihr-irsc.gc.ca).

If unsure whether research falls under SSHRC, CIHR (or NSERC), check with the Tri-Council Guidelines for Psychological Research:


Generally, SSHRC focuses on research with humans as “social and cultural beings,” CIHR focuses on research with a clear health-related focus, and NSERC on “fundamental psychological processes.”

**Selected Grants and Scholarships**

**Provincial Centre of Excellence for Child and Youth Mental Health at CHEO - Graduate Awards**

This award aims to build capacity in the area of child and youth (0-18 years of age) mental health with a focus on evidence-based knowledge and practices. This award is not restricted to any one discipline of mental health training or sector of mental health practice. **Deadline is at the beginning of December.**
Lillian Wright Foundation Graduate Scholarship

The Lillian Wright Foundation Graduate Scholarship is awarded to graduate students in the Faculty of Health who have a minimum A average in their graduate courses, or for new graduate students in their first year of study and for incoming graduate students, a cumulative grade point average of 7.5 based on undergraduate courses. Areas of research study may include, but are not limited to: Maternal-child health; maternal-child mental well-being; early child development; mother-infant relationships, mothers, stress and coping; developmental pathways in infants and young children; pre-natal and post-natal interventions; health promotion for mothers and children; environmental considerations in infant/child health and development; patient safety issues relating to maternal-child health; health policy and practice in relation to mothers, infants and children; and other topics in maternal-child health. **Deadline is at the end of February.**

**Autism Related Funding**

**OCGS-Autism Scholars Awards**

With the support of the Ministry of Training, Colleges and Universities, a Scholar Awards Program in Autism has been established to ensure that Ontario attracts and retains pre-eminent scholars. The community of autism scholars fostered by this Awards Program will excel, according to internationally accepted standards of scientific excellence, in the creation of new knowledge concerning child autism, and its translation into improved health for children, more effective services and products for children with autism, and increase the province's capacity in diagnosis and assessment of autism and a strengthened treatment system. Master's and Doctoral students can apply. For more information, see the following links:

[http://cou.on.ca/about/awards/autism-scholars/](http://cou.on.ca/about/awards/autism-scholars/)


**Conference Presentations**

There are three sources of funding available to students who are presenting their own work (this means actual credited authorship) at a Psychological conference. All of these sources require receipts and documented proof of your presentation:

**Faculty of Graduate Studies (FGS)**

You may apply to the Graduate Development Fund in the fall and spring for funds up to $500 to defray the costs of travel to one conference per academic year. Forms are available in 297 BSB or from 283 York Lanes.

**Graduate Students' Association (GSA)**

Up to $400 may be awarded to presenting students to cover the costs of travel to a conference. Forms are available at the GSA office, 325 Student Centre Complex.
Psychology Graduate Students’ Association

The PGSA will cover the cost of conference registration and accommodation up to a total of $150. However, you must also apply to FGS and GSA and submit copies of those applications with your PGSA form. These forms are available on the PGSA website (http://www.psych.yorku.ca/pgsa/).

Thesis and Dissertation Costs

FGS — Scholarship and Grants Committee

Up to $500 can be sought from the Research Costs Fund for expenses such as participant payment, experimental equipment, and field research costs associated with your thesis, dissertation, major or minor area paper and course work. You must apply for funds before the fact, providing a budget of anticipated expenses.

PGSA

A maximum of $150 can be sought once per degree for thesis and dissertation expenses such as test booklets, transcribing, videotapes, article photocopying, and equipment costs. PGSA does not cover purchase of books, typing, thesis production costs, parking, or meals. These forms are available on the PGSA website (http://www.psych.yorku.ca/pgsa/).

CUPE

All members of CUPE (past and present) may apply for coverage of thesis production costs. The necessary form is provided to you by the thesis secretary when you submit your final copies. For more information, call CUPE at (416) 736-5154.

Independent Research Costs

The PGSA will award up to $150 to students for the costs of preparing manuscripts for publication, as long as no faculty members are credited as authors (faculty members are usually expected to provide funding for publication preparation). Included in the costs covered are preparation of photographs and reprints. You’ll need to submit a copy of the manuscript and all receipts. These forms are available on the PGSA website (http://www.psych.yorku.ca/pgsa/).

Other Funding Opportunities

Throughout the year, you will receive notification from the graduate office and the PGSA of funding opportunities as they arise. There are numerous grants directed to specific research interests. For example, the LaMarsh Centre offers up to $1000 for research focused on childhood development, particularly for at-risk populations. Doctoral students may apply for the Dean’s Academic Excellence Award after their first year of doctoral studies. The President’s Dissertation Scholarship can be applied for when all requirements of the programme have been met except for the dissertation and only one more year is required to complete the dissertation. Details of this fund are usually distributed in February. Other agencies, such as Sylff, offer funding for collaborative efforts with researchers in other countries. Avid funding seekers should check the mailroom bulletin board and the Faculty of Graduate Studies
(http://www.yorku.ca/grads/financial/index.htm) to keep tabs on new funding opportunities. It is also recommended that students check websites for organizations that fund student research (e.g., Autism Society of Ontario).

**Academic Breadth Comprehensive Paper (ABC.)**

Each Ph.D. candidate is required to write a minor area paper on a topic chosen in consultation with his or her supervisor. The minor area paper is intended to foster breadth of psychological knowledge and therefore must be in an area not directly related to the candidate’s dissertation research. With permission the topic may be chosen from a field outside psychology.

The Academic Breadth Comprehensive Paper requirement may be fulfilled by either of the following:

1. A comprehensive review of the literature of a chosen area, with an emphasis on theory, or,
2. A report of original empirical research that is suitable for submission to an appropriate peer-reviewed journal.

**This work must not overlap with either the dissertation topic, or course requirements.**

**Committee**

The ABC Committee consists of two full-time faculty of York’s Graduate Programme in Psychology. The student’s advisor should provide assistance in choosing and defining a topic suitable for the Minor Area Paper and in identifying appropriate faculty members to serve on the Minor Area Paper Committee.

The M.A.P. **must be completed and approved by the end of the summer term (15 September) of the third year of the Ph.D. residency (Ph.D. III). It is expected that the paper will be completed before work begins on the Ph.D. Dissertation.**

**Academic Breadth Comprehensive Paper Proposal** (Dr. Regina Schuller, email communication, January 2005)

Documents to include with “Academic Breadth Comprehensive Paper Proposal Submission Form” (check one option) to be returned to the Graduate Program office room 297 complete with supervisory committee sign off. It will then be reviewed by the Director and signed. For all forms, please see Appendix B.

- No human participants used
SUBMIT: 1 copy of the proposal.

- Unfunded, human participant, minimum risk, research with informed consent statement - written or verbal script
  SUBMIT: 3 copies of this submission form with the TD2: completed FGS Human Participants Research Protocol Form including the TD 3 checklist; and 1 copy of the proposal.

- High risk human participants (or)
- Funded (projects with grants) excludes OGS, SSHRC, NSERC & CIHR student scholarships
  SEEK research ethics clearance from HPRC through the Office of Research Administration (214 York Lanes).
  SUBMIT: 1 copy of proposal with letter from HPRC providing clearance.

An email will be sent to student advising of the approval, and to continue with the completion of the paper.

**Completion of the Paper**

When paper is complete, student must pick up a personalized certificate from Graduate Program office and it will have to be signed off by the Supervisory committee. On completion, this certificate plus one copy of the paper must be returned to the Graduate Program office in order to complete the student records and then it is bound and forwarded to the Resource Centre.
Dissertation Proposals


As you know, all University-based research involving human participants, whether funded or non-funded, is subject to the ethics review process (which in the past have involved a confusing and redundant array of forms). Although not substantively different, FGS now has new procedures in place for students undertaking thesis/dissertation research involving Human Participants. Things do look more streamlined and easier to follow.

THESE PROCEDURES ARE TO BE FOLLOWED FOR ALL THESIS/DISSERTATION PROPOSALS

The forms have labels – TD1, TD2, TD3, TD4 (found in Appendix B of this handbook).

If you open the TD1 form, a synopsis of the four different options is outlined. The route you take depends on whether the research involves human participants, is minimal risk or not, and whether it’s funded or not.

The definition of “funded” does not include funding in the form of student OGS scholarships, SSHRC fellowships, NSERC scholarships, or CIHR studentships. These awards are intended to support students through their studies and do not require reports from students on the specific research activities conducted. The definition of “funded” does apply to grants awarded for specific research projects, whether those projects be the student’s own research projects or research being conducted as part of a faculty member’s funded research project. Typically, for funded research, granting agencies require reports of the research conducted.

The Human Participants Research Committee uses the definition of minimal risk as outlined in the SSHRC/NSERC/CIHR Tri-Council Policy Statement “Ethical Conduct for Research involving Humans” (August 1998): “If potential subjects can reasonably be expected to regard the probability and magnitude of possible harms implied by participation in the research to be no greater than those encountered by the subject in those aspects of his or her everyday life that relate to the research then the research can be regarded as within the range of minimal risk” (p. 1.5). An expanded version of this definition is available from the Office of Research Services (214 York Lanes) upon request.

EMAIL - Subject: Ethics: Some new procedures for the new academic year

In the area of research involving human participants, the following changes are being introduced. Revised forms will be available soon. The following procedures are to be put into effect as soon as possible and no later than October 1, 2005:
1. In an effort to streamline and expedite the thesis/dissertation approval process, the following change is being introduced. Please inform all supervisors of this change:

Thesis and dissertation proposals, including the Human Participant Research Protocol documents when relevant, are to be forwarded to FGS Only (the student will take it to the graduate program office, who will forward it to FGS). FGS will then forward all relevant documents to HPRC for review and approval. Programs are not to send materials separately to HPRC. A revised TD1 form that indicates this change will soon be made available.

2. To enable students to develop a better understanding of the responsibilities associated with conducting research with human participants, and to improve the quality of their human participant protocol submissions, the following requirement is being introduced:

All graduate students proposing research that involves human participants are required to complete the Tri-Council Policy Statement (TCPS) tutorial, available online at www.pre.ethics.gc.ca/ <http://www.pre.ethics.gc.ca/>. The tutorial is available in English (TCPS Tutorial) and French (Didacticiel sur l'EPTC).

Once they have completed the tutorial (a time commitment of about 2 hours) students are to submit the tutorial completion certificate, available online, to their program office. The certificate will then be placed in the student’s file. The GPD or GPA will be asked to confirm its presence when they forward the TD1 form (being revised to add this addition) to FGS. Students who conduct research involving human participants within course assignments or MRPs will have to meet the same requirement; the TD2 form is being revised accordingly.

OK, here’s the four routes (should you follow correctly and have it all completed, FGS is promising a response within 5 working days):

1. **No human participants**

   - you merely need to complete the TD1 form
   - attach your proposal

2. **Human participants, minimum risk, with written consent**

   **Human participants, minimum risk, with verbal consent**

   - complete the TD1 form
   - attach proposal
   - TD 2 form*
– attach informed consent (written or verbal script)*
– TD3 (it’s a checklist to insure you covered your bases in the consent)

* Provide 2 copies of the TD2 form & consent form—the Grad Office forwards these to HPRC

3. Human Participants, minimum risk, funded by faculty research grant
   - TD4 form (verifies the existing HPRC approval)
   - attach proposal

4. High risk - regardless of whether or not it’s funded*
   - TD1 form
   - attach proposal
   - complete HPRC form + 6 copies of proposal

* this is worded as “and/or funded” in the TD1 form – I have spoken with FGS, that is not what they meant and will be changing the wording to reflect that they mean “regardless of whether it’s funded”

**Minimal risk, non-externally funded research for Minor Area Paper (MAP)**

For the MAP proposal you will have to **submit the Grad Office** (1) **two copies** of the proposal; (2) a completed Minor Paper Proposal submission form (available in the grad office), signed by your supervisor and committee member; and (3) **two copies** of **FGS Human Participants Research Protocol Form, including a completed Informed Consent Document.** The Graduate Programme will assume responsibility for approving the Proposal. This will be done either by the Graduate Programme Director, a Graduate Programme Committee, or by an arm’s length faculty member.

Note that all MAP proposals must be submitted with a completed **FGS Human Participants Research Protocol Form, including a completed Informed Consent Document**, regardless of whether the paper is research-based or a review of the literature.

**Non-minimal risk and/or externally funded research: Dissertation and Minor Area Paper Proposals**

These proposals are to be approved by the Human Participants Research Committee (HPRC), not by the Grad Director and the FGS. Nevertheless, both the Grad Office and the FGS want a copy of the proposal, so that it is on hand in case either the Grad Director or relevant Associate Dean is contacted by the HPRC. The following procedure should be used: First, a proposal should be written. **Two copies** should be submitted to the **Grad Office**, which will then send one over to the FGS. Then the HPRC should be contacted, to learn of how many copies of the proposal it wants, and of any additional material called for, in the Committee’s judgment, by the proposal (i.e., a couple of steps could be involved). The HPRC is to be contacted via the Office of Research Administration (S 414 Ross: extension 55055)
**NOTE:** Doctoral Dissertation proposals must be forwarded for approval to the Dean of Graduate studies not less than **six months** prior to the date set for oral examination. Dissertation Committees (FGS Calendar, 2008-2009)

**Ph.D. Dissertation Supervisory Committees**  

1) A dissertation supervisory committee will consist of a **minimum of three members** from the Faculty of Graduate Studies, **at least two** of whom must be members of the psychology graduate programme. The principal supervisor **must** be a member of the graduate programme in which the candidate is enrolled. **In exceptional circumstances** and with prior approval of the Dean, the third, or an additional member, may be appointed who is not a member of the Faculty of Graduate Studies.

The membership of each committee, including the Chair, must be recommended by the appropriate graduate programme director for approval and appointment by the Dean of Graduate Studies **no later than the beginning of the Ph.D. III (3rd) year** (or equivalent for part-time students) or, for students in the Graduate Programme in Environmental Studies, as soon as possible following successful completion of the dissertation proposal examination.

2) A dissertation supervisor (Chair of the supervisory committee) shall:

   a) be reasonably accessible to the candidate normally meeting **once a month** and **never less than once** each term.

   b) ensure that a copy of the candidate’s dissertation is sent to each member of the candidate’s dissertation examining committee as far as possible in advance of the date of the candidate’s oral examination but **no later than four weeks prior to** the date set.

3) A dissertation supervisory committee shall:

   a) review the candidate’s research proposal and recommend its approval to the graduate programme director and the Dean **not less than six months prior to** the date set for the oral;

   b) review the candidate’s progress **normally each month** and **never less than once** each term.

   c) meet annually with the candidate, normally in the Spring, to evaluate the Report on Progress submitted by the candidate and submit a completed copy of the Report on Progress to the graduate programme director after the meeting; and,

   d) read the dissertation and make a recommendation to the graduate programme director regarding oral defence.
Dissertation Examining Committees

1) A dissertation examining committee shall consist of:

a) The Dean of the Faculty of Graduate Studies or her/his representative who will be at arm’s length from the supervision of the dissertation;

b) One external examiner, from outside York University, at arm’s length from the dissertation, recommended by the programme director;

c) At least one graduate faculty member, from outside the programme, recommended by the dissertation supervisor. If this member is not at arm’s length from the dissertation, then at least one of the three voting faculty members from the programme must be at arm’s length;

d) At least three graduate faculty members from the programme; normally at least two of these, and in no case fewer than one, being from the supervisory committee;

e) Ex-officio (non-voting, unless present as one of the voting members named above): Vice-President (Academic Affairs), Graduate Programme Director.

The membership of each committee must be recommended by the graduate programme director for approval and appointment by the Dean of Graduate Studies as soon as possible and no later than four weeks before the date set for the oral examination. In exceptional circumstances the Dean may approve a programme director’s recommendation that a York University faculty member who is not a member of the graduate faculty serve as a member (but not the Chair) of an examining committee. Normally, members of the candidate’s dissertation supervisory committee and wherever possible, one additional member of the graduate programme in which the candidate is enrolled, will be members of the candidate’s dissertation examining committee. The Candidate’s supervisor may not serve as Chair of the dissertation examining committee.

In exceptional circumstances, alternative technologies such as video- or tele-conferencing can be made available for oral examinations of graduate work. The rationale for this examination mode must be made by the programme to the Dean. No more than one member of an examining committee should be linked to the examination process through alternative means. Only in rare circumstances would the supervisor, an internal York member, or the student be the off-site participant.

The following documents should accompany the recommendation:

1. Three completed Certificate Pages (all originals)
2. Three completed Copyright Pages (all originals)
3. One copy of signed Partial Copyright License
4. One copy of the signed Non-Exclusive License to Reproduce Theses

Members of the Doctoral Examining Committee must receive a copy of the dissertation at least 4 weeks before the oral is held.
Practica
(Personal Communication with Dr. Adrienne Perry,
Dr. Rob Muller & Dr. Yvonne Bohr)

Practicum Day has been moved to late September/early October. Attend and get an idea of some of the sites offering assessment and intervention placements. This is an opportunity to speak with some of the supervisors at the site in order to determine whether the site will suit your interests. **It is the responsibility of our program to ensure that students receive the proper training in an appropriate training environment.** Therefore, students are required to get clearance from CD faculty members regarding the practica sites they will be applying to. Students will receive an email from the DCT regarding this following practicum day, which usually happens in November. This clearance will be required for assessment, intervention, and third practicums.

**NOTE:** For the purposes of the assessment and intervention practica, **students will be required to complete a vulnerable persons screening at their local police station.** This is also required for the CD program. It is strongly suggested that they be completed during the summer in anticipation of the beginning of the practicum for the coming year. Forms are available in the **graduate office.**

**Psycho-educational Assessment/Clinical and Diagnostic Assessment of Children and Adolescents (6910 and 6920)**

These courses are usually taken during your Masters, prior to the Assessment Practicum in Ph.D. 1.

**Assessment Practicum (6910P 3.0)**

Students should have an assessment practicum site set up before September of their 3rd year (Ph.D. 1). Determine what requirements you need for your site before starting (for example, criminal check, medical evaluation and/or vaccinations, site identification requirements, workload entry requirements (often tracking of your hours is required if the site is funded by the government), etc.). A course is held concurrently at York along with the off-site practicum experience. The course is usually held every month during both the fall and winter terms.

**Intervention Strategies with Children (6930 3.0)**

This course is the introductory course taken prior to starting the intervention practicum, during Ph.D. 1. It involves reading and discussion of several intervention and therapeutic methods used in the treatment of children and adolescents.

**Intervention Practicum (6930P 3.0)**

Start looking for practicum sites in **early November of Ph.D. 1.** Also contact the Course Director in December to speak with him/her about searching for a site. The Course Director will arrange for a meeting or send out an email in **January** for all students
intending to take his/her intervention course the following fall where the process of obtaining a practicum site will be discussed.

During the aforementioned meeting/email, three general themes will be discussed: a) Sites people have typically gone to (the more popular sites, as well as those viewed as providing quality placements), b) Sites that people haven’t typically gone to, but are good sites nonetheless, and c) General criteria to exercise in choosing a site.

February 1st, apply to sites, and subsequently set up meetings/interviews with sites who express an interest. During the application decision period from November to January, maintain contact with the Course Director in order to obtain feedback with regards to the search, provide updates on potential interviews with sites, and to ask any questions. During the summer term, the Course Director may assign readings in advance of the course in the fall. Prior to the intervention practicum, it is a good idea to read books and articles regarding various forms of therapy, and to ask your site supervisor for some recommendations of readings before you begin the practicum. If you have any questions, discuss them with both the Course Director and your site supervisor. Two courses are run concurrently with the intervention practicum at this time – one is the intervention practicum course (6930P) and the other is a separate intervention strategies with children course (6930).

NOTE: Contact with the Course Director should be maintained throughout the process. Acceptance of a placement must first be approved by the Course Director as well as the director of clinical training in the CD area.

Practicum Applications and Evaluation

When starting one’s assessment or intervention practicum, students and their clinical-site supervisors will be required to complete a Practicum Agreement Form (available in the grad office; see p 103 for a copy of the form). This form will outline the details of the practicum (i.e., length of practicum, estimated hours), as well as provide the department with information pertaining to your site-supervisor.

In addition, prior to the start of the winter term, as well as at the completion of the practicum, an evaluation form will be completed by the student and site-supervisor outlining the student’s progress to date with regards to client characteristics, clinical hours, and a variety of core competencies.

It is recommended that students review both forms prior to beginning their practica, such that they can gain a better understanding of what is expected of them during their time at their placement, and what criteria will be utilized in their evaluation. Copies of both forms are provided in the appendix of this document.

Tracking Clinical Hours

Throughout your assessment and intervention practica, you should be keeping detailed records of your clinical hours. These hours include: a) supervision (Individual, group, peer, classroom), b) Direct Service (Interviewing, assessment, Individual and/or group intervention), c) Number of clients (as well as demographic information such as client gender, age, ethnicity, and sexual orientation); d) Indirect Service (Report writing,
consultations, literature review), e) **Professional Development** (i.e., reading, literature reviews), f) **Research**, and g) **Other relevant activities** (i.e., meetings). When recording, it is strongly recommended to be breaking down your hours in terms of the required APPIC categories (i.e., client ethnic background, age brackets) as well, such that calculating hours will be much easier when it comes time to complete the APPIC process. Go to [www.appic.org](http://www.appic.org) for more information on what types of hour breakdowns are required, as well as to obtain further information on the APPIC internship application process.

Students wishing to obtain additional clinical experience beyond their two practica have two options:

1. An optional third clinical practicum (330 hours at a recognized setting)
2. Program-sanctioned hours (more flexible – see form in Appendix)

It is recommended that these situations be discussed with the Director of Clinical Training in advance.
Pre-Doctoral Internship

b) The Clinical Students’ Handbook, 2004, Department of Psychology, York University)  
http://www.yorku.ca/grads/calendar/psychology.pdf

All students in the Ph.D. programme in Clinical-Developmental Psychology are required to complete a pre-doctoral internship. The CD area requires that a student’s Minor Area Paper and coursework are completed, and their Dissertation proposal is approved and their data collection is completed or at least well under way by the November prior to going on internship, or in other words, prior to applying for one’s internship. Internship settings will require that the Director of Clinical Training “sign off” that the applicant has completed the programme requirements prior to entering the internship. A student who has not met the requirements will not be permitted to enter the internship.

NOTE: Students may complete the PhD dissertation and oral defence PRIOR to entering the pre-doctoral internship, and this is strongly encouraged. The Faculty of Graduate Studies (FGS) will allow a student to complete the Ph.D. oral defence prior to completing the pre-doctoral internship. In addition, the FGS has added a financial incentive for students who do this. The monetary incentive is that students will be allowed to register as a part-time graduate student when taking the pre-doctoral internship. Furthermore, students should begin planning several years ahead as to where they would like to take their pre-doctoral internship. Some internship locations would prefer/require that the student have already completed their Ph.D. dissertation.

Applying to Pre-Doctoral Internships

It is strongly suggested that students start planning for their internship up to two years in advance. Students must meet with the Director of Clinical Training to discuss their plans for Internship and Internship setting prior to applying. Students should prepare to complete their internships outside of Southern Ontario (in Canada or the United States).

There are a variety of resources available to assist students in the preparation for and application to pre-doctoral internships. The Association of Psychology Postdoctoral and Internship Centres’ (APPIC) website (http://www.appic.org,) provides details of the application and matching process (including the standardized internship application form), as well as an online directory of internship settings. The APPIC form is a common application form used for both Canadian and American internship settings. The Canadian Council of Professional Psychology Programmes (CCPPP) also has an excellent website (www.ccppp.ca) that details the process of applying to internships, and provides other information such as an internship directory, possible interview questions etc. The York Psychology Resource Centre (BSB 162B), also houses a great deal of information. Mary Maleki has available information regarding various Internship Programmes. This
information includes application forms, stipends offered, and what the setting both offers and looks for in the applications. When deciding where to go for your internship, you not only need to consider your progress through the programme, but also identify your own career goals, and research sites to locate those with a “goodness of fit” with your own goals. **It is recommended that students apply to a variety of sites in order to increase the likelihood of a successful match** (i.e., 80-90% match rate).

After you have decided where you would like to apply, the next step is to prepare the application. The APPIC form is long and time-consuming, and students need to be thoughtful in their responses. It is a good idea to obtain a copy of the application form early in your training, so that you can update it as you obtain experience. Internship Training Directors will look for care in preparing the application, letters of reference that provide a positive and honest recommendation, a match between the student’s goals and that of the setting, the student’s skill set, grades and research involvement. **Workshops are set up by the department to discuss preparation of your applications. Anyone is welcome to attend these workshops.** One usually occurs in mid to late April for the application process, and a second one in late April/early May on applying for external funding. Previously successful students will be on hand to discuss potential sites and their experiences.

The next stage is the interview. Research the site and prepare questions, as well as anticipate those that may be asked of you (both the CCPPP and APPIC websites provide tips on possible questions). Again, settings will look for goodness of fit and student’s sophistication in thinking. The department has workshops to help you prepare for interviews, including mock interviews and discussions about the interview process. These workshops usually happen in December.

Finally, there is a match day. The matching process is described in detail on both the **CCPPP** ([www.ccppp.ca](http://www.ccppp.ca)) and **APPIC** ([www.appic.org](http://www.appic.org)) websites. Furthermore, refer to the CPA workbook entitled "**Match made on earth: A guide to navigating the psychology internship application process.**", available on the CPA website ([http://www.cpa.ca/documents/Internship_workbook.pdf](http://www.cpa.ca/documents/Internship_workbook.pdf)), for a detailed description of the application process, and related suggestions for completing it.

**Post-Doctoral Positions**

APPIC has a search page for post-doc positions as well as for those applying to communicate with each other: [www.appic.org](http://www.appic.org). Many post-doc positions are also announced at “**newpsychlist**” which can be joined by sending “subscribe newpsychlist your name” to: listserv@lists.apa.org. You may also consider joining APA’s “**practice listserv**” to network with practising professionals who may be able to direct you to potential supervisors/sites. Also, refer to York Psychology’s “**Signal/Noise**” newsletter, sent out by e-mail weekly (Fridays), for additional positions that may be available.
Thank you for choosing Wallaceburg Bookbinding to bind your thesis into a high quality hard cover! Please complete the form below and include with your thesis.

Wallaceburg Bookbinding will print the following on the cover of your thesis in a color of your choice.

**Spine**
- Author’s Full Name
- Degree
- Year

**Front Cover**
- Title
- “By” Author’s Full Name
- Year

1. **COVER INFORMATION:** Please attach copy of Thesis title page.

**NAME:** The author full name will be printed on the spine and front cover. This information will be obtained from the thesis title page.

The degree and year will be printed on the spine as completed here. Please print.

**DEGREE:** _______ **YEAR:** _______

**TITLE:** The title will be printed on the front cover and positioned using a standard template. Custom layouts incur an additional fee. The title information will be
obtained from the thesis title page. Wallaceburg Bookbinding strives to put as much title information on the front cover as possible and will try to accommodate special symbols and formulas. However, we cannot guarantee a complete match of all title information. Font selection is not available. The font used is a plain type San Serifs.

2. **Cover Color:** # _____ Choose from list below. (York University’s color is 037 Bright Red)

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<td>Royal Blue</td>
</tr>
<tr>
<td>488</td>
<td>Light Navy Blue</td>
</tr>
<tr>
<td>620</td>
<td>Brown</td>
</tr>
<tr>
<td>635</td>
<td>Rust</td>
</tr>
<tr>
<td>650</td>
<td>Dark Brown</td>
</tr>
<tr>
<td>750</td>
<td>Black</td>
</tr>
<tr>
<td>775</td>
<td>Grey</td>
</tr>
</tbody>
</table>

3. **Print Color:** _____ (Gold, White or Black) (York University’s color is Gold)

4. **Copies:** _______ (How many copies are you providing to be bound)

5. **Return Shipping Address:** (Telephone #) ____________________________

________________________________________
Name ____________________________ Street ____________________________

________________________________________
City ____________________________ Prov ____________________________ Postal Code ____________________________

6. **Payment** M/C ____ Visa ____ # ____________________________ Exp: _____
The Canadian Psychological Association sets out to unite, promote, and advance the practice of psychology in Canada. The student section is the largest section in CPA and you should strongly consider becoming a member (see website for details). Being a part of CPA is a great way to become networked with other students from across Canada and become aware (or make others aware) of issues facing today’s Canadian students in Psychology. In addition to great journals, CPA publishes a quarterly newsletter (Psynopsis) that addresses hot topics in Canadian psychology. Each issue has a student corner that focuses on information for students by students. Here are just a few of the helpful Psynopsis articles you can access for free via the CPA website (www.cpa.ca):


Don’t forget that there are other great professional resources such as:

1. Match Made on Earth: A Guide to Navigating the Psychology Internship Application Process
2. Psychology Works fact sheets on how psychologists are involved with a variety of disorders (many disorders both child and adult)
**Tech Stuff**

**Computer Assisted Writing Centre (CAWC) 530 Scott Library**

The CAWC is located on the fifth floor of Scott Library. Graduate students are welcome to use the lab, which is well-equipped with Macintosh computers, a scanner, and colour ($0.25/copy) and black & white ($0.09/copy) laser printers. It's a quiet place to work, and the computers have fast Internet connections, Word, SPSS, SAS and Photoshop, in addition to other programs. They’re generally open from around 10 am to 10 pm, but check their website for the most up-to-date info. Phone 736-5376. E-mail: monitor@fc.yorku.ca. http://www.yorku.ca/cawc

**How to Print to the Free Printers in the Steacie Lab – up to 3000 pages**

1. Within the document, select the Print command.

2. When the dialogue box pops up, check off the box entitled “Print to File”

3. Another dialogue box will appear. The file name box should read “*.prn”. Rename the document, leaving the extension “.prn”. For example, “test.prn”. Then Save the document to your F drive.

4. Go to the “START” menu in Windows. Go to the “Internet & E-mail” folder and select WS-FTP.

5. When the dialogue box pops up, enter the host name: phoenix.yorku.ca; then enter your userid (the one for e-mail) and your password (the one for e-mail). Then click OK.

6. On the left hand side of the screen, all your documents in your f-drive will be displayed. Double click on the file name you want to print. This will copy the file to your mail account.

7. Go to the Start menu in Windows. Go to the “Internet and E-mail” folder and select Tera Term Pro. Select “grad.mail.yorku.ca” from the drop down menu and hit the “OK” button. Login to your York e-mail account.

8. At the % prompt DO NOT type PINE. Instead type: lpr -P oak filename.prn. So, if I was printing the file named “Test”, I would type: lpr -P oak test.prn

9. You can now retrieve your print job from CNS Computer Operations on the first floor of the Steacie Science Building. It is open Mon-Fri from 9am–5pm

10. For more information go to: [http://www.ccs.yorku.ca/services/printing/fsg.htm](http://www.ccs.yorku.ca/services/printing/fsg.htm)

**Photocopier and Fax Machine**
Granduate students may use the photocopier located in the Graduate Students’ Mailroom (room 150) with a library copy card. Graduate students may also use the fax machine located in room 271.

**Free Printing on Campus**

York University Graduate students are allowed up to 3000 pages of free printing per academic year. This printing can be done from the Graduate Student Reading Room in the library (door code available online- it changes weekly) and the William Small Computer Commons.

**Computers 158A & 159 BSB**

The two computer rooms on the main floor of BSB are open to Graduate Psychology students. Room 159 is also open to undergraduate students. For general information on computer accounts and access, check the instructions posted in 158 BSB, or see Mary Maleki, who runs the computer lab and resource centre. The laser printers in 158 and 159 BSB are on a debit card system. The laser printer in 159 BSB prints black and white for $.09/page. The printer in 158A BSB is a colour printer for $.25/ page. You can send a document to the machine but you can’t make it print without a library copy card. Copy cards are available at Scott Library and the cost is $.09/page. Note that the copy cards for the photocopier in 205 BSB do not work with the laser printers.

**Audio-Visual Equipment Instructional Technology Centre (ITC) — 028 Central Square**

The Instructional Technology Centre handles all the requests for audio-visual equipment. If you are a teaching assistant and you need to order a VCR, film projector, etc. for class, ask the secretary of the professor whose class it is for, who will request it through the new online ordering system. It’s a good idea to order equipment at least one week in advance.
Other Resources

Counselling & Disabilities Services (CDS) N 110 Bennett Centre for Student Services
The CDS offers a range of services including personal counselling for individuals and couples, group programs and workshops, learning skills assistance, a learning disabilities program, and time management programs. There is no charge for these services and all interviews at the CDS are strictly confidential. Phone: 736-5297 or just drop in. http://www.yorku.ca/cds/

TBLGAY
TBLGAY is a student-run organization providing services to York University’s transgendered, bisexual, lesbian and gay communities. They offer support groups, social, political and educational programming, a safe space, community referrals and a small resource library. They are located on the top floor of the Student Centre, in Room B449, right next to the Volunteer Centre. They can be contacted by phone at (416) 736-2100 ext. 20494 or by e-mail at tblgay@yorku.ca. http://www.yorku.ca/org/tblgay

Office for Persons With Disabilities (OPD) 109 Central Square
The OPD provides information, support, and advocacy on behalf of students, staff, and faculty with physical and sensory disabilities as well as medical conditions. Their office is open Monday to Friday from 9 am to 4 pm. Phone: 736-5140. http://www.yorku.ca/admin/sa/offdis/index.htm

Legal Services
The Community and Legal Aid Services Program (CLASP), located on the first floor of the Osgoode Law Hall, offers free assistance to students in need of legal advice re: landlord-tenant disputes, parking and traffic offenses, family law, and small claims court action. Appointments can be made between 9:30 am and 7:00 pm on Mondays and Tuesdays, 9:30 am to 4:30 pm on Wednesdays and Thursdays, and 9:30 am and 3:30 pm on Fridays. Phone 736-5029.

Childcare
The York University Cooperative Daycare Centre is a non-profit licensed facility employing full-time professional staff to care for children between the ages of six weeks and five years. The centre is located in Room 128 of the Atkinson College Residence, 90 Atkinson Road. For more information, phone: 736-5190 or e-mail daycare@yorku.ca. http://www.yorku.ca/daycare

There is also a daycare facility in the York Student Centre, room 201. Part-time flexible licensed childcare is available for children aged 18 months to five years. For more information contact coordinator Lesley Powell, 736-5959.

Security
The Security Control Centre operates 24 hrs/day. Uniformed security officers regularly patrol campus buildings, pathways, parking lots, and roads by foot, bicycle, and
car. In the event of an emergency you can contact the office from an emergency phone — marked by fluorescent blue beacons — or by dialing ext 33333.

If you are worried about working alone in a classroom, lab, or office after hours you can call Security Services, ext. 58000 and report your name, location, length of time you expect to be there, and contact number, and you may request a security escort to your car or bus stop when you are ready to leave.

If you've locked yourself out or lost your keys to a university office or building, you can call Security to let you in. You will need to provide identification and/or a description of the space and its contents. Phone ext. 58000.

**Keys**

Keys to your office should be obtained from your advisor. When working after hours make sure you close the BSB entrance door behind you (it tends to stay open due to the wind). Do not open the door for keyless strangers. If you lock your keys in your office during regular hours, you can borrow the master key from Sandra Locke or Ann Pestano in the Chair’s Office to get back in. After hours you can call security for assistance at 736-5333. A swipe card to enter BSB on weekends can be obtained from Mary Maleki in the Resource Centre on the first floor of BSB just off the Hebb Computer lab.

**Exercise on and off campus**

Check out [http://www.yorku.ca/sprtyork/index.asp](http://www.yorku.ca/sprtyork/index.asp) for both intramural and recreational sports. Your student fees cover free access to the Tait McKenzie gym. You need only pay $15 for a shoe tag. York offers a fair amount of courses and exercise classes at a reasonable rate. There are also many clubs you can join off campus, in your neighbourhood. Check to see if they have student rates. If you wish to join a team sport, check out Toronto Central Sport at [http://www.tcssc.com/sports_leagues.shtml](http://www.tcssc.com/sports_leagues.shtml) for a listing of groups, locations, prices and times. They offer both summer and winter programs.
APPENDICES

Appendix A: Electives in CD Psychology
Appendix B: TA-Ship Forms
    TA Workload Form
    Application for Teaching Position
Appendix C: Ethics and Research-Related Forms
    TD1: Thesis/Dissertation Research Submission
    TD2: Human Participants Research Protocol
    TD3: Informed Consent Document Checklist for Researchers
    TD4: Statement of Relationship between Proposal and Existing Approved Research/Facilities
Appendix D: Practicum-Related Forms
    Practicum Agreement Form
    Clinical-Developmental Practicum and Internship Training Evaluation Form
Appendix E: Other
    CD Area Tracking Form
Clinical-Developmental Area Elective Courses

Alternative 1: Courses in Clinical-Developmental Psychology

a) Psychology 6915 3.0: Diagnostic Interviewing of Children, Adolescents and Families
b) Psychology 6925 3.0; Supervision and Consultation in Behavioural Intervention with Children
c) Psychology 6940 3.0: Clinical Developmental Assessment and Treatment of Adolescent Disorders
d) Psychology 6950 3.0: Learning Disabilities: Theories, Research, Diagnosis and Treatment
e) Psychology 6945 3.0: Applied Pediatric Neuropsychology
f) Psychology 6960 3.0: Autism and Developmental Delays
g) Psychology 6750 3.0: Special Topics Seminar, as specified by the Clinical-Developmental Area
h) Psychology 6750R 3.0: Special Topics Seminar, as specified by the Clinical-Developmental Area
i) Psychology 6780 3.0: Clinical and Educational Issues in Human Development
j) Psychology 6150D 3.0: Constructivist and Functional Methods in Development
k) Psychology 6620A 3.0: Clinical-Developmental Perspectives on Social and Personality Development
l) Psychology 6415 3.0: Multicultural Counselling
m) Psychology 6520B 3.0: Programme Evaluation
n) Psychology 6560A 3.0: Group Processes and Group Psychotherapy
o) Psychology 6245 3.0: Complex Systems Approach to Interpersonal Change
p) Psychology 6640B 3.0: Topics in Cognitive Development
q) Psychology 6660A 3.0: Developmental Psycholinguistics
r) Psychology 6670 3.0: The Psychology of Reading
s) Psychology 6690 3.0: Comparative Developmental Psychology
t) Psychology 6720 3.0: Development of Affect, Consciousness and Social Cognition
u) Psychology 6750 3.0: Special Topics Seminar, as specified by the Clinical-Developmental Area

v) Psychology 6760 3.0: The Development of Complex Symbolic Skills
# TA Workload Form – Assignment of Duties to Teaching Assistants

*(Original to Teaching Assistant, copy to Assistant to the Chair and Course Supervisor and CUPE 3903)*

<table>
<thead>
<tr>
<th>Course Supervisor</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Teaching Assistant</th>
<th>TA Position (e.g. Tutor, Marker/Grader etc.)</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Sec./Tut. # and No. of Students</th>
<th>Faculty/Hiring Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per group (where applicable)</td>
<td></td>
</tr>
</tbody>
</table>

## Assigned Duties (as total number of hours)
*(TAs need not be assigned duties in all categories)*

### 1st Meeting Date: ________________

### 2nd Meeting Date: ________________

<table>
<thead>
<tr>
<th>A) Possible Duties</th>
<th>Details</th>
<th>Hours – 1st Mtg.</th>
<th>Hours – 2nd Mtg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial, Lab, Studio Hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture Attendance</td>
<td></td>
<td></td>
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<tr>
<td>Office Hours</td>
<td></td>
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<tr>
<td>Preparation</td>
<td></td>
<td></td>
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<tr>
<td>Grading – Assignment/Test #1</td>
<td></td>
<td></td>
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<tr>
<td><strong>Grading – Assignment/Test #2</strong></td>
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<td></td>
</tr>
<tr>
<td>Exam Grading</td>
<td></td>
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</tr>
<tr>
<td>Meetings</td>
<td></td>
<td></td>
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<tr>
<td>Invigilation</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Training (Up to 10 hours)</td>
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</tr>
<tr>
<td>Email communications where required for the proper instruction of the subject matter of the course (e.g. computer skills and internet courses)</td>
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</tbody>
</table>

### B) Possible Duties with Consent

### Lecturing

### Email other than as described above

### Other (Please Detail)
<table>
<thead>
<tr>
<th>Total Hours (Max. 270 /Full TAship)</th>
</tr>
</thead>
</table>

Please Sign:

1st Mtg. __________________________ 1st Mtg.________________________

TEACHING ASSISTANT COURSE SUPERVISOR

2nd Mtg. _________________________ 2nd Mtg.__________________________

TEACHING ASSISTANT COURSE SUPERVISOR

Note to TA’s: If the time required to complete the duties does not correspond to the hours assigned, please notify the course supervisor.
APPLICATION FOR CONTRACT TEACHING POSITION
YORK UNIVERSITY — UNIT I
(if you are registered at York as a full-time graduate student)

Name: __________________________ Telephone: __________
   surname         given name

Address: __________________________
   street            city            postal code

Email: __________________________

Social insurance number: __________ Date of application: __________

Type of application: Blanket / Specific (circle one)

Faculty: __________________________ Department/Division: __________

Note that a blanket application, to be considered must be submitted between November 15 and January 31 (or by the next business day if January 31 falls on a weekend) and shall apply to all positions in the Hiring Unit for all academic sessions that commence during the twelve months following January 31. Any application after January 31 is specific to the position or positions listed below.

If you have any questions about how to fill in this application, please call the CUPE 3903 office at (416) 736-5154.

Courses/Positions Requested:
(Even if this is a blanket application, please specify the position(s), course number and title, and academic session in which you are most interested).

1. __________________________

2. __________________________

3. __________________________

Present Course of Study- Graduate Program: __________________________

Masters __________ PhD __________ (________ Year of Study ________
   2nd, etc) entry date(mm/dd/yr) ________ (1st, ________

Graduate Supervisor: __________________________
If applying for summer employment, are you a visa student? ________________________________

PRIORIT Y POOL STATUS:

Number of years (including current year) a full-time PhD candidate________________________

TA assignments held at York while: a Masters candidate ________________________________

PREVIOUS TEACHING ASSISTANTSHIPS AT YORK: Include any currently held.

<table>
<thead>
<tr>
<th>Faculty/Course Number/Title (e.g. Arts/HST2510/Canadian History)</th>
<th>Year Study (e.g. 1992–1993)</th>
<th>Level (e.g. PhD I)</th>
</tr>
</thead>
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</tbody>
</table>

EDUCATION: Begin with current.

Degree & Discipline University Date Completed/In Progress
1. ____________________________________________________________  
   ____  
2. ____________________________________________________________  
   ____  
3. ____________________________________________________________  
   ____  
4. ____________________________________________________________  
   ____

TITLES OF COMPLETED OR IN PROGRESS, HONOUR, MASTERS AND/OR PHD THESES:

______________________________________________________________  
   ____  
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______________________________________________________________  
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______________________________________________________________  
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______________________________________________________________  
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PUBLICATIONS: Give authors, titles and journal references.

______________________________________________________________  
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______________________________________________________________  
   ____
CURRENT RESEARCH:


RELEVANT GRADUATE LEVEL COURSE WORK:


RELATED WORK OR ACADEMIC EXPERIENCE:


Form TD1: Thesis/Dissertation Research Submission  
(Please print clearly or type)  
Students must complete the top portion of this form and deliver it along with copies of completed  
appropriate documents (as indicated below) to their program office.  

Student_________________________________________  ID# ________________  
Program _________________________________Degree__________Date ___________  
Title of Research Proposal___________________________________________________________________  
_____________________________________________________________________

<table>
<thead>
<tr>
<th>Type of research</th>
<th>Documents to submit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please check one:</td>
<td>Program will forward the following to FGS, 283 York Lanes</td>
</tr>
</tbody>
</table>
| No human participants             | □ TD1 form  
|                                   | □ Proposal  
|                                   | □ TD 4 form (if involves animals or biohazards) + HPRC Approval Certificate                                           |
| Human participants, minimum risk, with written consent | □ TD1 form  
|                                   | □ Proposal  
|                                   | □ TD2 form (original + 1 copy)  
| Human participants, minimum risk, with verbal consent               | □ Informed consent documents (written or verbal script) (original + 1 copy)  
|                                   | □ TD3 form  
|                                   | □ TCPS Tutorial Certificate dated within last 2 years                                                                |
| Human participants, funded by faculty research grant, minimum risk, with written consent | □ TD1 form  
|                                   | □ TD4 form + HPRC Approval Certificate  
|                                   | □ Proposal  
|                                   | □ TCPS Tutorial Certificate dated within last 2 years                                                                |
| High risk or funded               | □ TD1 form  
|                                   | □ Proposal  
|                                   | □ Completed appropriate HPRC package plus 6 copies (submit to FGS for forwarding to HPRC)  
|                                   | □ TCPS Tutorial Certificate dated within last 2 years                                                                |

TD1 = Thesis/Dissertation Research Submission Form  
TD2 = York University Graduate Student Human Participants Research Protocol Form  
TD3 = Informed Consent Document Checklist  
TD4 = Statement of Relationship between Proposal and an Existing HPRC Approved Project  

Graduate Program Director Recommendation:
I recommend to the Faculty of Graduate Studies approval of the proposal for the above student. The Supervisory Committee has reviewed the Research Proposal and has recommended it be submitted for approval.

<table>
<thead>
<tr>
<th>Supervisory Committee</th>
<th>Member of York Graduate Program in (list program relevant to this supervision; See FGS Appointment list <a href="http://www.yorku.ca/grads/fmr.htm">www.yorku.ca/grads/fmr.htm</a>)</th>
<th>Date</th>
<th>Supervisory Committee Approval (Please sign or attach e-mail indicating approval of proposal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Member:</td>
<td></td>
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<td>Member:</td>
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<tr>
<td>Member:</td>
<td></td>
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</tr>
</tbody>
</table>

☐ A TCPS tutorial certificate dated within the past 2 years must be attached.

<table>
<thead>
<tr>
<th>Graduate Program Director</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Dean, FGS</td>
<td>Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>
A. Is the research you are conducting funded?

No____ Yes____

The definition of “funded” does not include funding in the form of student OGS scholarships, SSHRC fellowships, NSERC scholarships, or CIHR studentships. These awards are intended to support students through their studies and do not require reports from students on the specific research activities conducted. The definition of “funded” does apply to grants awarded for specific research projects, whether those projects be the student’s own research projects or research being conducted as part of a faculty member’s funded research project. Typically, for funded research, granting agencies require reports of the research conducted.

B. Are the risks to participants more than minimum risk?

No____ Yes____

The Human Participants Research Committee uses the definition of minimal risk as outlined in the SSHRC/NSERC/CIHR Tri-Council Policy Statement “Ethical Conduct for Research involving Humans” (August 1998): “If potential subjects can reasonably be expected to regard the probability and magnitude of possible harms implied by participation in the research to be no greater than those encountered by the subject in those aspects of his or her everyday life that relate to the research then the research can be regarded as within the range of minimal risk” (p. 1.5). An expanded version of this definition is available from the Office of Research Services (214 York Lanes) upon request.
I. Please answer the following questions regarding *Research Information*:

**(1) Project Description and Rationale:** In layperson’s terms, please provide a general and *very* brief description of the research and rationale (e.g., hypotheses, goals and objectives etc.)

*PLEASE DO NOT SUBMIT YOUR PROPOSAL TO THE HPRC OFFICE*

**(2) Participants:**
- a. State who the participants will be:  
  
- b. How will the participants be recruited?

- c. Will inducements be offered?

- d. What will be required of the participants?

**(3) Risks and Benefits:** What risks to, and benefits for, if any, are there for the participants?
II. Please answer the following questions on the *informed consent* of research participants:

(1) Will you provide a full explanation of the research to the participants prior to their participation?

Yes__________  No__________  (If no, please elaborate below.)

(2) Is substitute consent involved (e.g., for children, youths under 16, incompetent adults)?

Yes__________ (If yes, please elaborate below.)  No__________

(3) Is deception involved?

Yes__________  No__________

(If yes, please elaborate below. Please comment on debriefing, if applicable.)

(4) Will individuals remain anonymous?

Yes__________  No__________

(If no, please elaborate below. Please note that it is expected that participants remain anonymous unless they have given their prior written consent.)

(5) Will the data be kept confidential?

Yes__________  No__________

(If no, please elaborate below. Please note that it is expected that the data will be kept confidential unless the participants have given their prior written consent. Please also note that if you advise participants that the data will be
confidential, you should state that confidentiality will be ensured, within the limits of the law.)

6) How will informed consent be obtained? (Check one)

_______________ Written Informed Consent Document (Attach copy)

_______________ Oral Informed Consent Document (Permissible only in extenuating circumstances, where written communication is not feasible; script of oral informed consent must be provided)

Appendix B provides a checklist for the content of the Informed Consent Document.

### STUDENT DECLARATION

I hereby certify that all information on this form and all statements in the attached documentation are correct and complete. I understand that all human participants in the research must have signed a written consent form or have provided oral consent for their participation in the research. I understand that should there be any change in the research methodology or any increased anticipated risks to human participants, I will advise the Faculty of Graduate Studies; if these changes are not minor, my research proposal may be required to undergo a further ethics review. I understand that any misrepresentation in the proposal or attached documentation may lead to a charge of breach of academic honesty. I also understand that I must retain Consent Forms for two years following the completion of the research.

________________________________________________________________________

Student's Signature __________________________ Date __________________________

### SUPERVISOR DECLARATION

I hereby certify that all information on this form and all statements in the attached documentation are correct and complete. I have advised the student that, as specified in Item 6 above and in attached documentation, all human participants in the research must have signed a written consent form or have provided oral consent for their participation in the research. I have advised the student that the Faculty of Graduate Studies will be advised of any changes in research methodology or any increased anticipated risks to human participants and that a further ethics review may be required as a result of such changes. I have advised the student that Consent Forms must be retained for two years following the completion of the research.

________________________________________________________________________

Signature of supervisor (of Thesis, Dissertation, or MRP) __________________________ Date __________________________

or Course Director
**FORM TD3 (APPENDIX B)**

**INFORMED CONSENT DOCUMENT CHECKLIST FOR RESEARCHERS**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>-----</td>
<td>----</td>
<td>-----</td>
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</tr>
<tr>
<td>-----</td>
<td>Have you provided contact information for yourself as the Principal Investigator (your name, your campus address, your status—i.e., Graduate Student)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>Have you provided contact information for participants should they have questions (a contact phone number for your Graduate Program Office and contact information for the Manager of Research Ethics for the University at the Office of Research Services, 214 York Lanes, phone 416-736-5055)</td>
<td></td>
<td></td>
</tr>
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<td>Have you included a statement indicating that the research has been reviewed and approved for compliance to research ethics protocols by the Human Participants Review Subcommittee (HPRC) of York University?</td>
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<td>-----</td>
<td>Have you included a signature line and a date line for participants?</td>
<td></td>
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<td>-----</td>
<td>Have you included a signature and a date line for yourself as Principal Investigator?</td>
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<td>Have you included a brief description of the purpose/rationale of the study?</td>
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<td>Have your included a brief description of the study design?</td>
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<td>Have you included a brief description of risks/benefits and mitigation methods?</td>
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<td>Have you indicated the time commitment required of participants?</td>
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<td>Have your described the methods by which confidentiality and anonymity will be attained and maintained?</td>
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<td>Have you indicated whether and what incentives are offered to participants and why?</td>
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<td>-----</td>
<td>Have you described the storage method, length of retention and disposal method of all data gathered during the study?</td>
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<tr>
<td>-----</td>
<td>Have you included statements of the following (as applicable)?:</td>
<td></td>
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</tr>
<tr>
<td>i.</td>
<td>Should a participant withdraw from the study, all data generated as a consequence of their participation shall be destroyed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii.</td>
<td>Participants have the right not to answer questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii.</td>
<td>Participants shall address any ethical concerns regarding the research to the Manager of Research Ethics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv.</td>
<td>How the research will be presented or reported</td>
<td></td>
<td></td>
</tr>
<tr>
<td>v.</td>
<td>Participants have the right to withdraw at any time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If the research involves a questionnaire or a survey, have you provided the questionnaire or survey?</td>
<td></td>
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</tr>
<tr>
<td>If the study involves any type of physiological assessment or procedure (such as those studies undertaken by Kinesiology and/or psychology researchers), have you provided the following information in the Informed Consent Document?:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i.</td>
<td>Notification to participants of any potential risks and/or impacts to their person due to their participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii.</td>
<td>Information for participants on any anticipated circumstances arising from their participation in the study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii.</td>
<td>Notification to participants that are being taken to safeguard their person</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv.</td>
<td>Notification to participants of any benefits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>v.</td>
<td>Contact information for participants regarding resources available to them should any concerns arise at a later date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vi.</td>
<td>Information about the expertise of the researchers conducting the study (i.e., if it involves giving an injection, that the researcher is competent to do so)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If the study involves the use of a minor, have you included:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i.</td>
<td>A separate information letter to the parents of the minor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii.</td>
<td>A separate parental permission letter which is to be attached to the minor’s letter of “assent”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii.</td>
<td>A signature line for the parent/guardian of the minor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv.</td>
<td>A line for the Parent or Guardian to indicate their relationship to the minor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TD4 Form

Statement of Relationship between Proposal and Existing Approved Research/Facilities

Student: ____________________________________________________________

(please print)

Program: _______________________________________________________________

Proposal Title: _____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Please check appropriate box:

☒ Research Involving Human Participants
The above proposal is a subset of a larger project (see title below) for which I am a principal Investigator. The full project has existing approval (attached) from the York University Human Participants Review Committee (HPRC). All the procedures, the methods for participant recruitment and methods for obtaining informed consent within this proposal were included in the HPRC application of the full project and have not changed. The informed consent form has not changed.

☒ Research Involving Animals
The above proposal is a subset of a larger project (see title below) for which I am a principal Investigator. The full project has existing approval (attached) from the York University Animal Care Committee (ACC). All the procedures for animal care and use within this proposal were included in the Animal Use and Care Protocol application of the full project and have not changed.

☒ Research Involving Biohazards
The above proposal is a subset of a larger project (see title below) for which I am a principal Investigator. The full project has existing approval (attached) from the York University Advisory Committee on Biological Safety (ACBS). All the procedures relating to the use of biological hazards within this proposal were included in the Biosafety Certificate (Research) application of the full project and have not changed.

Project Title: _____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Project Title: _____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
Supervisor’s Name: _______________________________________________________

Supervisor’s Signature: ________________________________________________

Date: __________________________

Form effective March 2005
RESEARCH PRACTICUM AGREEMENT

Student Name: ________________  Student #: _______________

Supervisor: ________________

Area: _______  Level: _______

PLEASE CIRCLE ONE (‘A’ refers to first practicum, B; second, C; third):

6820A.06  6820B.06  6820C.06

6820A.03  6820B.03  6820C.03

A practicum consists of 10 hours of work per week for the academic year for course credit (6).

What are the DATES over which the practicum will extend?

______________________    to ______________________

Number of hours per week: average 10/week  Total number of hours: 320

1. What is the nature of the research on which the student will be working (an attached 200-300 word outline should be sufficient)?

2. What are the duties of the student (please include such activities as library research, experimental design, data analysis, data collection, pilot testing, report writing, where relevant, as well as any other duties which may be involved).

3. What is the student’s commitment over the year? (i.e., will it be an average of 10 hours per week spread out over the year, will it be concentrated in shorter more intense time periods, etc.)

4. The faculty member’s policy regarding publishing credit (if relevant) has been explained to the student? Yes √ (please check.)
PLEASE PRINT

Practicum Setting and mailing address (If other than York):

______________________________________________

______________________________________________

Phone Number: ______________ Email: ______________

Practicum Supervisor’s Name  (print)

Practicum Supervisor’s Signature

Student’s Signature  Date

Please return completed form to the Program Office, Room 297, B.S.B.

Students are advised to keep a copy of this agreement for their records.
PROGRAM-SANCTIONED HOURS
Clinical-Developmental Program
Advanced Approval of Clinical Experience

Name of Student:

Date:

Reason for Extra Clinical Experience:

Nature of Clinical Activity:

Projected number of Clinical Hours to be completed:

Name & Address of Clinical Activity Site:

Name of Supervisor:

PROGRAM-SANCTIONED HOURS CLINICAL EXPERIENCE CHECKLIST

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the activity a valid clinical experience in Psychological Service(s) as defined in the CPO Standards of Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the activity supervised by a member of the College of Psychologists of Ontario who assumes professional responsibility for the work?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the amount of supervision approximate that of an official Practicum?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will the Supervisor be able to complete and sign a brief evaluation form to confirm the number of hours worked, and to indicate that the work was satisfactory?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Decision by DCT:

[ ] approved
[ ] rejected – reason:
[ ] refer to CD Area

______________________________  _______________________
Director of Clinical Training  Date
PROGRAM-SANCTIONED HOURS
Clinical-Developmental Program Program-sanctioned Hours Approval (after completion)

Name of Student:

Date:

Reason for Extra Clinical Experience:

Nature of Clinical Activity:

Name & Address of Clinical Activity Site:

Name of Supervisor:

Was this work approved in advance?
[ ] yes
[ ] no – why not?

Hours Completed:   Face-to-face Hours:

                     Supervision Hours:

                     Support (reports, scoring, meetings, etc.) Hours:

                     Total Number of Hours:

____________________________________________________________________________

Supervisor Statement:

I hereby confirm that ___________________________ completed the stated number
of clinical hours at the above-named setting under my supervision and that the work
completed was satisfactory.

_____________________________  ___________________________  _________________
Supervisor                      Student                           Date

Decision by DCT:
[ ] approved
[ ] rejected – reason:
[ ] refer to CD Area

______________________________________________(Date)
PRACTICUM AGREEMENT

Student Name: ______________________          Student number: __________________

For Clinical Area Program:

PLEASE CIRCLE ONE:

6440P 6.0  
(for Ph.D. students)

6460P 6.0  or  6460P 3.0*  
(Optional for Ph.D. Students)

(NOTE: Practicum course 6440P consists of 20 hours of work per week for the academic year for course credit. Practicum course 6460P can be either a full course credit consisting of 20 hours of work per week for the academic year or a * ½ course credit of only 10 hrs a week.)

For Clinical-Developmental Program:

PLEASE CIRCLE ONE:

6910P Assessment  
6930P Intervention

A practicum consists of a minimum of 330 hours, over a minimum of 8 months (2 terms). A minimum of 150 hours of direct service and 40 hours of supervision.

What are the duties of the student to be? Please include, if relevant, such activities as: individual therapy, group therapy, family therapy, psychological testing, learning about ethical and professional standards and codes of conduct, applied research, and community consultation, as well as any other activities in which the student will be involved. Please indicate the number of clients the student will likely work with directly, including the number of anticipated contact hours and the kind of preparation the student will receive (e.g., role play, vicarious learning from observing others, psychological professionals and videos, previewing example formats/protocols, etc.). Please record any ancillary services/experiences the student will learn from. Also describe how the student will be supervised and the amount of time which is to be allocated to such supervision on a weekly basis.

What are the dates over which the practicum will extend? ______________________________

Number of hours per week: _________ Total number of hours: _______________
PLEASE PRINT

Practicum Setting and full mailing address:

____________________________________________________________________

Phone Number: ________________________________________________________

Practicum Supervisor’s Name ___________________________ Signature __________ Email

address

__________________________

Student’s Signature ___________________________ Date

__________________________

Signature of Director of Clinical Training in your Area

This form must be filled out and signed by both the student and practicum supervisor if the student is to receive practicum credit.

Please return the completed form to the Graduate Psychology Program Office, Room 297, B.S.B. As well, students are advised to keep a copy of this agreement for their records. Please attach an abbreviated curriculum vitae for your clinical supervisor. The template for the abbreviated CV is attached.
Clinical-Developmental Practicum and Internship Training Evaluation Form
Department of Psychology, York University
(Revised November 28, 2003)

Instructions to students:

- Complete Part A before giving this form to your supervisor.
- Each supervisor you worked with during the current practicum/internship should complete a separate form.

Interim (__) or Final (__) 

Part A: Description of clinical activities (to be completed by student):

The description below refers to work completed under the supervision of the supervisor completing the present evaluation.

Practicum/Internship Student Name: ________________________

Name and type of setting:_______________________________________________
___________________________________________________________________
(e.g., outpatient/inpatient; children's mental health center, private practice, etc.)

Date practicum/internship began: _________________

Today's date:____________

Assessment Practicum (6910): ____ Is this your first assessment practicum? ____

Intervention Practicum (6930): ____ Is this your first intervention practicum? ____

Internship (6840): Full time____Part time____Is this internship CPA or APA Accredited? Y  N

Profile of Clients (N):

1) Gender of Clients (N): Males: ____ Females: _____
2) Ethnicity of Clients (N):

<table>
<thead>
<tr>
<th>Aboriginal</th>
<th>Asian</th>
<th>Black</th>
<th>Caucasian</th>
<th>Hispanic</th>
<th>South-Asian</th>
<th>Bi-Racial</th>
<th>Other</th>
</tr>
</thead>
<tbody>
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</table>

3) Age of clients (N):

<table>
<thead>
<tr>
<th>65 + yrs</th>
<th>18-64 yrs</th>
<th>13-17 yrs</th>
<th>6-12 yrs</th>
<th>3-5 yrs</th>
<th>0-2 yrs</th>
</tr>
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</table>

4) Total number of clients: __________

Presenting problems and/or diagnoses of your cases:
__________________________________________________________________________________________________________
__________________________________________________________________________________________________________

Practicum/internship services you provided
__________________________________________________________________________________________________________
__________________________________________________________________________________________________________

Total hours of direct service (assessment): ____
Total hours of direct service (intervention): ____
Total hours of direct service (other; specify): ____
Total hours of indirect service (assessment): ____
Total hours of indirect service (intervention): ____
Total hours of indirect service (other; specify): ____

Total hours of individual, face-to-face supervision: ____
Total hours of peer supervision/case discussion: ____
Total hours of other supervision (e.g., group, peer, etc.): ____
Other hours (e.g., clinical research, staff training, etc.): ____

Additional comments:
__________________________________________________________________________________________________________
__________________________________________________________________________________________________________
__________________________________________________________________________________________________________
List below the specific assessment procedures you have learned during this practicum/internship (e.g., clinical observation, clinical interviewing, individual, parent, family, structured or semi-structured diagnostic interviewing, construction of a developmental history, psychometric test administration, scoring, interpretation of cognitive and/or achievement test results, personality functioning, use of questionnaires from collaterals [e.g., teachers], parenting assessment, family assessment, feedback of assessment results, report writing, consultation with other professionals re: assessment, etc.):

<table>
<thead>
<tr>
<th>Assessment Procedures Learned</th>
<th>Total Number</th>
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</table>
List below the specific intervention approaches you have learned during this practicum/internship (e.g., individual therapy, family therapy, couples therapy, career counselling, parent management/therapy, group therapy, play therapy, cognitive-behaviour therapy, intensive behavioural intervention, psychodynamic therapy, etc.):

<table>
<thead>
<tr>
<th>Intervention Approaches Learned</th>
<th>Total Hours</th>
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**Part B: Evaluation of Core Competencies**
*(to be completed by clinical supervisor)*

Student Name: ____________________________________________

Supervisor Name: __________________________________________

Today's date: __________________________

**Instructions for supervisors:**

Based on the work this student has completed under your supervision, please evaluate him/her within each of the core competencies listed on this form. Please use the definitions provided below as a guide for your ratings.

In addition, please complete the section on work habits, provide an overall rating of pass/fail at the end of the evaluation form, and review your evaluation with the student you are supervising. Finally, please assure that both you and the student sign the form.

<table>
<thead>
<tr>
<th>RATING</th>
<th>DEFINITION OF RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td>Supervisee has demonstrated an insufficient proficiency in a specific skill/knowledge area compared to other students (i.e., he/she would have to exhibit considerable improvement in this area in order to attain a rating of competent).</td>
</tr>
<tr>
<td>Conditional</td>
<td>Supervisee has demonstrated some proficiency in a specific skill/knowledge area compared to other students, but requires further instruction and/or experience to attain a rating of competent.</td>
</tr>
<tr>
<td>Competent</td>
<td>Supervisee has demonstrated an acceptable proficiency in a specific skill/knowledge area compared to other practicum/internship students.</td>
</tr>
<tr>
<td>Exceptional</td>
<td>Supervisee has demonstrated an outstanding proficiency in a specific skill/knowledge area compared to other practicum/internship students.</td>
</tr>
</tbody>
</table>

Please rate the student on each of the major areas of evaluation that follow in this form. Please review each area regardless of whether the practicum is an assessment or intervention practicum. Please note that if an item and/or area do not apply, mark N/A (not appropriate).
### Area # 1: Interpersonal Relationships with Clients:

Please use the following rating scale when rating the following core competency area:

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Conditional</th>
<th>Competent</th>
<th>Exceptional</th>
<th>Insufficient data/does not apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
</tbody>
</table>

- Demonstrates the ability to establish and maintain a constructive working alliance with children. 1 2 3 4 NA
- Demonstrates the ability to establish and maintain a constructive working alliance with adolescents. 1 2 3 4 NA
- Demonstrates the ability to establish and maintain a constructive working alliance with parents. 1 2 3 4 NA
- Demonstrates the ability to establish and maintain a constructive working alliance with families. 1 2 3 4 NA
- Demonstrates knowledge of theories and empirical data related to the professional relationship. 1 2 3 4 NA
- Demonstrates effective communication skills. 1 2 3 4 NA
- Demonstrates a good awareness of his/her personal values/biases and their influence in clinical work. 1 2 3 4 NA
- Demonstrates sensitivity to cultural and other individual differences (e.g., gender, religion). 1 2 3 4 NA
- Understands client’s transference reactions and uses this information constructively. 1 2 3 4 NA
- Understands own countertransference reactions and uses this information constructively. 1 2 3 4 NA
- Maintains appropriate professional boundaries. 1 2 3 4 NA
- Recognizes and is sensitive to verbal and nonverbal cues. 1 2 3 4 NA

Other: (specify) __________________________ 1 2 3 4 NA

**Overall rating of interpersonal relationships with clients:** 1 2 3 4 NA

_Supervisor comments:_
### Area # 2: Assessment and Evaluation

Please use the following rating scale when rating the following core competency area:

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Conditional</th>
<th>Competent</th>
<th>Exceptional</th>
<th>Insufficient data/does not apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
</tbody>
</table>

- Demonstrates ability to administer psychological tests.  
  1 2 3 4 NA
- Demonstrates competency in scoring and interpreting psychological tests.  
  1 2 3 4 NA
- Demonstrates sound, useful conceptualizations of cases from assessment data.  
  1 2 3 4 NA
- Gathers relevant interview data appropriately.  
  1 2 3 4 NA
- Produces well organized, well written, accurate and informative psychological reports.  
  1 2 3 4 NA
- Demonstrates the ability to determine which assessment methods are best suited to the task at hand based on the research literature.  
  1 2 3 4 NA
- Selects appropriate assessment methods based on research literature  
  1 2 3 4 NA
- Demonstrates effective listening and observational skills during assessments.  
  1 2 3 4 NA
- Is aware of standards for psychological tests and measurements.  
  1 2 3 4 NA
- Effectively communicates assessment results and recommendations to client(s).  
  1 2 3 4 NA
- Under supervision, effectively communicates diagnosis to client(s).  
  1 2 3 4 NA
- Is able to communicate assessment recommendations to client(s).  
  1 2 3 4 NA
- Professional case presentation of assessment findings.  
  1 2 3 4 NA
- Other: (specify) ______________________________  
  1 2 3 4 NA

**Overall rating of assessment and evaluation:**  
1 2 3 4 NA

Has the student completed any specialized training in assessment, evaluation, or diagnosis during this practicum? (If yes, please specify nature and extent of training)
Supervisor comments:
**Area # 3: Intervention and Consultation**

Please use the following rating scale when rating the following core competency area:

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Conditional</th>
<th>Competent</th>
<th>Exceptional</th>
<th>Insufficient data/does not apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
</tbody>
</table>

- Helps formulate appropriate therapeutic treatment goals in collaboration with the client(s).  
  - Rating: 1 2 3 4  NA

- Conducts interventions that are well-timed and effective.  
  - Rating: 1 2 3 4  NA

- Demonstrates knowledge of intervention approaches and techniques.  
  - Rating: 1 2 3 4  NA

- Is aware when to make referrals.  
  - Rating: 1 2 3 4  NA

- Is aware of when to consult with other professionals.  
  - Rating: 1 2 3 4  NA

- Quality of consultations with other professionals.  
  - Rating: 1 2 3 4  NA

- Selects appropriate intervention methods based on research literature.  
  - Rating: 1 2 3 4  NA

- Demonstrates basic empathy skills.  
  - Rating: 1 2 3 4  NA

- Demonstrates effective listening and observational skills during treatment.  
  - Rating: 1 2 3 4  NA

- Demonstrates an understanding of the structures of treatment and uses these appropriately.  
  - Rating: 1 2 3 4  NA

- Demonstrates an understanding of the process of treatment and uses this information appropriately.  
  - Rating: 1 2 3 4  NA

- Maintains informative notes of treatment sessions.  
  - Rating: 1 2 3 4  NA

- Reviews treatment progress when appropriate.  
  - Rating: 1 2 3 4  NA

- Case presentation of intervention process & outcome.  
  - Rating: 1 2 3 4  NA

- Other: (specify) ________________  
  - Rating: 1 2 3 4  NA

**Overall rating of intervention and consultation:**  
- Rating: 1 2 3 4  NA

Has the student completed any specialized training in intervention and consultation during this? (If yes, please specify nature and extent of training)

*Supervisor Comments:*
**Area # 4: Ethics and Standards**

Please use the following rating scale when rating the following core competency area:

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Conditional</th>
<th>Competent</th>
<th>Exceptional</th>
<th>Insufficient data/does not apply</th>
</tr>
</thead>
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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

- Demonstrates good knowledge of ethical principles and applies them appropriately.
- Demonstrates good knowledge of standards of professional conduct.
- Demonstrates the ability to resolve ethical dilemmas.
- Proactively identifies potential ethical dilemmas and addresses these appropriately.
- Demonstrates knowledge of factors that may influence the professional relationship (e.g., boundary issues).
- Is aware of professional responsibilities to clients.
- Is aware of professional responsibilities to mental health professionals.
- Is aware of professional responsibilities to psychology as a discipline.
- Is aware of professional and legal responsibilities to society.
- Is aware of jurisprudence and local policies & procedures relevant to psychological assessment and intervention.
- Is aware of own professional limits and acts accordingly.
- Deals with problematic ethical situations responsibly, including challenging others when appropriate.
- Other: (specify) ________________________________

Overall rating of ethics and standards: 1 2 3 4 NA

*Supervisor comments:*
Area #5: Use of Supervision & Professional Development

Please use the following rating scale when rating the following core competency area:

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Conditional</th>
<th>Competent</th>
<th>Exceptional</th>
<th>Insufficient data/does not apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
</tbody>
</table>

Recognizes own limits and seeks help from supervisor when necessary.  
1  2  3  4  NA

Recognizes own limits and seeks help from peers or others when necessary.  
1  2  3  4  NA

Shows a desire to improve self professionally.  
1  2  3  4  NA

Willing to alter practice based on new learning.  
1  2  3  4  NA

Receives and utilizes constructive criticism appropriately.  
1  2  3  4  NA

Makes efficient use of supervision time (e.g., comes to supervision prepared).  
1  2  3  4  NA

Manages practicum/internship time effectively.  
1  2  3  4  NA

Is able to work independently.  
1  2  3  4  NA

Demonstrates appropriate initiative.  
1  2  3  4  NA

Demonstrates ability to work collaboratively with other professionals.  
1  2  3  4  NA

Demonstrates the ability to work collaboratively with peers.  
1  2  3  4  NA

Demonstrates positive coping strategies to manage personal and professional stressors.  
1  2  3  4  NA

Other: (specify) _______________________________  
1  2  3  4  NA

Overall rating of use of supervision & professional development:  
1  2  3  4  NA

Supervisor comments:
# Work Habits

Please use the following rating scale when rating the student’s work habits:

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Conditional</th>
<th>Competent</th>
<th>Exceptional</th>
<th>Insufficient data/does not apply</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
</tbody>
</table>

Punctuality

Time management

Ability to prioritize tasks

Task completion/follow through

Ability to work with other staff

Motivation

Adaptability/flexibility

Trustworthiness

Record keeping ability

Dependability, reliability

Planning ability

Ability to work independently

Other (specify): ______________

Other (specify): ______________

Other (specify): ______________

Other (specify): ______________

<table>
<thead>
<tr>
<th>Overall rating of work habits:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NA</th>
</tr>
</thead>
</table>

Supervisor comments:
SUMMARY PAGE

Supervisee’s Strengths:

Clinical competencies recommended for further development

OVERALL RATING: Satisfactory: ___ or Unsatisfactory: ___

Supervisor Name _____________________________________________________

Signature: ______________________________

Date: __________________

Student Name _____________________________________________________

Signature: ______________________________

Date: __________________

Student signature indicates that student has reviewed the practicum/internship evaluation with his/her practicum/internship supervisor.

Please return this form to:

Clinical-Developmental Training Coordinator
c/o Graduate Psychology Office
Behavioural Sciences Building - Room 297
York University
4700 Keele St.

Toronto, Ont., M3J 1P3
Graduate Programme In Psychology
Clinical Developmental Psychology Area
Student Progress Tracking Form

If you entered at the PhD level, complete only the MA requirements that you had to make up

Date:                      Email:
Name:                      Academic Supervisor:

Year entered M.A. Programme:   Year just completing:   Full-Time __ or Part-Time __

Details on Your M.A.

Courses Completed:

<table>
<thead>
<tr>
<th>The following are required courses (add any electives taken at end)</th>
<th>Date Started/Date Completed (month/year)-(month/year)</th>
<th>Course Director</th>
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<tbody>
<tr>
<td>6020 3.0 or 6030 3.0 (History)</td>
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<tr>
<td>6130 6.0 (Univariate)</td>
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<tr>
<td>6610 3.0 (Social &amp; Emotional Bases of Development)</td>
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<tr>
<td>6905 3.0 (Biological &amp; Cognitive Bases of Development)</td>
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<td>6910 3.0 (Psychoeducational Assessment)</td>
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<td>6920 3.0 (Clinical &amp; Diagnostic Assessment)</td>
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Practica during MA:

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<tr>
<th>Location</th>
<th>Started/Completed Year/Months</th>
<th>Supervisor(s)</th>
<th>Total hours</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Research Practicum</td>
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M.A. Thesis:

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<tr>
<th>Topic: (Please indicate title of thesis)</th>
<th>Expected Date of Completion</th>
<th>Date of Completion</th>
<th>Committee Members</th>
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<tbody>
<tr>
<td>Proposal Approved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Defended and Accepted</td>
<td></td>
<td></td>
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</table>
Details on your Ph.D.

Academic Supervisor: _____ -
_________________________

Year entered Ph.D. Programme ______ Year just completing: Ph.D. Year _____

Full-Time ____ or Part-Time ____

Courses Completed:

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<tr>
<td>6140 6.0 (Multivariate)</td>
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<td>6490B 3.0 (Ethics)</td>
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<td>6930 3.0 (Intervention Strategies with Children)</td>
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<tr>
<td>Extra:</td>
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Clinical Practica: The Clinical Practicum agreement form must be completed and signed by the Director of Clinical Training in the spring before the practicum is to be done. If you are doing a practicum in the coming year indicate in the table below the expected start date and whether the form has been submitted or not.
| Location/Accreditation | Supervisor(s) | Expected Start Date | Form Submitted | Preceding Spring | 3rd Clinical Practicum (Optional) | Intervention Practicum | Assessment Practicum | Hours Pre-approved Program-sanctioned | Hours York University Psychology Clinic Program-sanctioned | Total Hours | Grade or Pass/Fail | Hours Direct | Hours Supervision | Hours Indirect | Hours Service | Hours Total |
|------------------------|---------------|---------------------|----------------|------------------|----------------------------------|----------------------|---------------------|-------------------------------|------------------------------------------|------------|----------------|--------------|----------------|----------------|----------------|----------------|------------|
|                        |               |                     |                |                  |                                  |                      |                     |                               |                                          |            |                |              |                |                 |                |              |            |
| York University Psychology Clinic Program-sanctioned |                 |                     |                |                  |                                  |                      |                     |                               |                                          |            |                |              |                |                 |                |              |            |
| Other Pre-approved Program-sanctioned |               |                     |                |                  |                                  |                      |                     |                               |                                          |            |                |              |                |                 |                |              |            |
| 3rd Clinical Practicum (Optional) |                |                     |                |                  |                                  |                      |                     |                               |                                          |            |                |              |                |                 |                |              |            |
| Intervention Practicum |                  |                     |                |                  |                                  |                      |                     |                               |                                          |            |                |              |                |                 |                |              |            |
| Assessment Practicum     |                 |                     |                |                  |                                  |                      |                     |                               |                                          |            |                |              |                |                 |                |              |            |
| Hours Direct             |                |                     |                |                  |                                  |                      |                     |                               |                                          |            |                |              |                |                 |                |              |            |
| Hours Supervision        |                |                     |                |                  |                                  |                      |                     |                               |                                          |            |                |              |                |                 |                |              |            |
| Hours Indirect           |                |                     |                |                  |                                  |                      |                     |                               |                                          |            |                |              |                |                 |                |              |            |
| Hours Service            |                |                     |                |                  |                                  |                      |                     |                               |                                          |            |                |              |                |                 |                |              |            |
| Hours Total              |                |                     |                |                  |                                  |                      |                     |                               |                                          |            |                |              |                |                 |                |              |            |
### Minor Area Paper:

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<th>Committee Members</th>
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### Dissertation:

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Internship:

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<th>Actual Start Month/Year</th>
<th>Actual Completion Month/Year</th>
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<tr>
<td>Application for Internship submitted</td>
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<td>Internship accepted</td>
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Scholarships/Grants/GAs/RAs/TAs Received:

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<th>Year Ends</th>
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</table>

ADDITIONAL EXPERIENCE ACQUIRED:

Author/co-author of Papers/Presentations/Posters: Indicate: Author(s), date, title, location in APA style (cumulative over graduate program)

Publications:

Conferences/Workshops Attended: Indicate: date, title, location

Additional Information Influencing/Reflecting Your Progress to Date:

Non-Peer Reviewed Submissions:

Member of a professional or research society (e.g., CPA, SRCD, etc., including student affiliates)?
Have you been involved in any other type of professional service delivery in the past year? Please describe

If you have graduated or will be graduating in the next year, please answer the following questions. This information is very important for the program to be able to respond to CPA accreditation bodies.

1. Have you been hired into a post-doctoral position? No. Please give:
   - Name of Setting:
   - Title of your position
   - Begin and end dates

2. Have you been hired into another employed position? No.
   - Employer
   - Type of Setting